

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

---

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

Name of Principal: Ms. Marianne Moore

Official School Name: St John the Baptist School

School Mailing Address:  
12319 New Hampshire Avenue  
Silver Spring, MD 20904-2957

County: Montgomery    State School Code Number\*:

Telephone: (301) 622-3076    Fax: (301) 622-2453

Web site/URL: www.sjbsilverspring.org    E-mail: sjbssprincipal@yahoo.com

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\*: Dr. Patricia Weitzel-O'Neill

District Name: Archdiocese of Washington    Tel: (301) 853-4518

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: Mrs. Katherine Young

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

---

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

---

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. 18 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
<b>PreK</b>	0	0	0	<b>6</b>	14	18	32
<b>K</b>	12	15	27	<b>7</b>	14	14	28
<b>1</b>	18	8	26	<b>8</b>	21	8	29
<b>2</b>	10	15	25	<b>9</b>			0
<b>3</b>	18	12	30	<b>10</b>			0
<b>4</b>	16	14	30	<b>11</b>			0
<b>5</b>	18	13	31	<b>12</b>			0
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							258

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
5 % Asian  
10 % Black or African American  
11 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
67 % White  
7 % 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: 0 %

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.	1
(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)].	1
(4)	Total number of students in the school as of October 1.	269
(5)	Total transferred students in row (3) divided by total students in row (4).	0.004
(6)	Amount in row (5) multiplied by 100.	0.372

8. Limited English proficient students in the school: 9 %

Total number limited English proficient 24

Number of languages represented: 10

Specify languages:

Spanish, Igbo, Ukranian, Haitian Creole, Amharic, Cantonese, Bangla, Telugu, Korean, Efik

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 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.

10. Students receiving special education services: 21 %

Total Number of Students Served: 53

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

<u>0</u> Autism	<u>1</u> Orthopedic Impairment
<u>1</u> Deafness	<u>11</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>19</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>17</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>3</u> Multiple Disabilities	<u>0</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></u>
Classroom teachers	<u>15</u>	<u>4</u>
Special resource teachers/specialists	<u>2</u>	<u></u>
Paraprofessionals	<u>1</u>	<u>1</u>
Support staff	<u>1</u>	<u>2</u>
Total number	<u>20</u>	<u>7</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 15 :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	97%	97%	98%	97%	97%
Daily teacher attendance	99%	99%	99%	98%	98%
Teacher turnover rate	15%	5%	12%	10%	15%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

**Teacher Turnover Rate:**

2004-2005 - two teachers relocated and one retired.

2005-2006 - two teachers retired.

2006-2007 - one teacher relocated and another opted to remain home to care for an infant.

2007-2008 - one teacher transferred to a school closer to home.

2008-2009 - two teachers transferred to schools closer to home and one is pursuing another degree.

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

## PART III - SUMMARY

---

St. John the Baptist School (SJB) was founded in 1962 as part of the educational ministry of St. John the Baptist Catholic Church; open to all, it has primarily served parish families. Most recently in 2005, the school was re-accredited by Middle States Association of Colleges and Schools. SJB offers students the opportunity to develop intellectually, spiritually, physically and emotionally through educational and religious experiences. The faculty and parents together create an environment that inspires self-discipline, self-respect and self-confidence.

Twenty-three faculty serve an increasingly diverse population of 258 students from 176 families representing 17 countries and cultures. Kindergarten through grade 4 work in self-contained classrooms and grades 5 – 8 are departmentalized. Subject teachers are specialists in their discipline. A full time resource teacher provides direct instruction and in-class support for students with special needs. Nearly all of the students who enroll in kindergarten or first grade will graduate from SJB. Alumni children comprise 10% of the population and two faculty are themselves alumni. In the last 38 years, there have been only two principals.

The academic program, the schedule, and the allocation of resources—including personnel resources—are driven by the needs of the students both individually and collectively. The standards-based curriculum includes Spanish, technology, art, music, physical education and library, in addition to the core areas. The schedule is thoughtfully planned to optimize student learning. The lower school has a reading and math block in the morning and specials in the afternoon. The upper grade schedule alternates to vary the time of day a subject is taught; specials at this level occur in the morning. Language arts instruction is scheduled for ten periods each week--three of which are committed to writing. Students are provided with small group instruction in math, writing and technology. Grades 5-8 have a weekly double period for science lab. Strategic use of resources provides all grades and students with up-to-date texts, the latest technology and a wealth of other instructional materials. In the lower school, upper grade specialists provide enrichment and remedial instruction in math, reading, writing and science to small groups of students.

The community is committed to serving those in need and has ongoing partnerships with local charities. For sixteen years, the Student Council has sponsored children through the Christian Foundation for Children and Aging. Students participate in monthly service projects, including outreach to the aged, the poor, the homeless and other disadvantaged people.

The school is committed to self-evaluation and on-going improvement. Bi-annual town meetings bring parents together to discuss the school's strengths and areas of concern. The School Advisory Board conducts an annual alumni survey of tenth graders regarding high school preparedness. The information from the town meetings and the alumni survey is used to establish future strategic goals.

More than eighty-five percent of the parents volunteer in a variety of capacities: in the classroom, library, computer and science labs, and as coaches on the sports field. Attendance at Back to School Night and parent conferences nears one hundred percent. A large parent cadre provides supervision during lunch and lunch recess. The Home and School Association plans activities for families, sponsors Cultural Arts Events and a Creative Writing Contest. Part of their fundraising efforts is set aside for continuing education of the faculty and for scholarships for families in need of tuition assistance. Parents of SJB are always ready to help as needed.

Saint John the Baptist provides an excellent comprehensive education. The school community does—as stated in the mission—“make the most of what is entrusted to us.”

## PART IV - INDICATORS OF ACADEMIC SUCCESS

---

### 1. **Assessment Results:**

St. John the Baptist School's standardized testing is directed under the auspices of the Archdiocese of Washington. The *TerraNova* and *InView* tests, developed by the CTB-McGraw Hill Company, are administered to students in grades 2-7 each spring. Testing in grade 2 was not required until the 2005-2006 school year. The *TerraNova* Second Edition was administered for most of the years reported (2000-2008); in 2009, SJB began utilizing the *TerraNova* Third Edition. The *TerraNova* is a norm-referenced test that provides assessment data showing the comparison of achievement by individuals and by groups of students with national performance.

The *InView*, administered to grades 2-7, is an assessment of cognitive abilities that includes verbal reasoning, sequences, analogies and quantitative reasoning. The *InView* test provides a reliable assessment of cognitive ability and anticipated achievement. Results are used to identify gifted and talented students, difficulties for English Language Learners and students with special needs.

Students are tested in reading/language arts, math, science and social studies. In addition, the *Plus* tests assess skills in word analysis, vocabulary, language mechanics, spelling and math computation. For language arts, the test assesses students' proficiency in reading comprehension, grammar, spelling and vocabulary. In math, students are tested on number sense, geometry and measurement, computation, algebra and functions, problem solving, statistics and probability. The social studies and science tests evaluate student skills and content knowledge. Each test consists of selected response questions. In grades 4 and 7, the test is more comprehensive and includes a brief constructed response component that evaluates content and writing skills.

The majority of scores in reading and math meet or exceed the Blue Ribbon cut-off score in each grade for all years reported. All students' scores are integrated in the testing data; this includes those students with moderate to severe learning issues and those whose first language is not English. None of the student scores are disaggregated.

Careful score analysis results in changes in the curriculum where areas of need are identified. For example, in spring of 2005, low scores occurred in grade 3 reading. This was their first experience with standardized testing. Intensive remediation in fourth grade addressed the specific skills and brought the scores up significantly to the 73<sup>rd</sup> percentile. Lower scores in grades 2-3 are the result of undiagnosed learning issues and/or students still acquiring English language competency. Individual intervention in the early grades remediates these problems and results in higher scores beginning in grade 4. Reading assessment test results indicate that the skills learned in grades K-4 are applied well in grades 5-7. In 2008-2009, those scores range from 70 in grade 2 to 82 in grade 7. The assessment results for math indicate that the many strategies in place to reach all students are effectively transferred to testing. In 2008-2009, math scores ranged from 65 in grade 2 to 85 in grade 7. These increases are further evidence that the combination of appropriate curriculum and quality instruction allow students to achieve and learn as they grow.

A notable trend found in the normed data is the continued success of a specific class as it travels vertically through the curriculum at SJB. As each class progresses, an overall improvement in scores can be seen. The seventh grade, the highest grade level tested, achieves the highest scores in the school.

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

In May, assessment results are reviewed by the principal and testing coordinator. The *TerraNova* and *InView* information is organized to allow data sharing among teachers. Teachers study class results and prepare an

analysis, noting areas of concern and strength for the whole class and for each student. Consideration is given to skills not mastered by 80% of the class and to individual students achieving below the 75<sup>th</sup> percentile. Using the Objective Performance Reports, teachers plot the scores by national percentile for each objective; these visual charts create a class picture of achievement. Implications for instruction are discussed by grade level and subject area. Skill areas of concern are cross-referenced to curriculum standards and benchmarks to determine when and how a particular skill was taught.

The principal's and testing coordinator's review of the assessment data, the teacher's written analysis, the cross reference to standards and the visual chart become the basis of planning instruction for the next year. New recommendations are prepared for September when vertical articulation meetings are conducted regarding the class profile and individual student needs.

SJB believes all assessment data is valuable for improving instruction and learning. Individual grades and teacher recommendations, in addition to *TerraNova* results, determine curriculum areas where new strategies need to be implemented and new resources secured. Grades 7-8 students who clearly demonstrate gifted mathematical ability are considered for independent study with a mentor teacher.

*TerraNova* scores are used to identify seventh grade students eligible to participate in the Johns Hopkins Search for Talented Students; this year 18% of the class qualified. The school also uses *TerraNova* scores and year-end grades to determine Presidential Academic Excellence Awards presented at 8th grade graduation. Last year, 53% of the graduating class received this honor.

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

Partnership between the home and school is an essential piece of the learning process. SJB communicates student performance and assessment data to parents throughout the school year. At Back To School Night, teachers outline expectations for students and explain criteria for student evaluation and grading. Teachers and families communicate via e-mail throughout the year. In grades K-4, classwork is sent home weekly for parent review and signature. In grades 5-8, homework is posted daily on the school's website. Students with incomplete homework are required to call home. Grades 4-8 receive progress reports that provide the feedback necessary to develop strategies for improvement. In addition to student review at school, midterm exam grades are sent home. Students are also informed of their progress through tests, quizzes, projects, writing assignments and student-teacher conferences. Grades are computerized; at any time, parents and students may request a printout. At the end of the quarter, the principal meets with each student to discuss the successes and challenges presented on the report card.

Standardized testing results are mailed home with a detailed explanation of each score. Included with the results is an invitation to meet with the principal to discuss student scores and their implications. Assessment results are also discussed with the School Advisory Board. Based on the data, the principal presents a school plan to improve curriculum and student performance.

Assessment results are sent directly to the Archdiocese of Washington who monitor the results and prepare regional and district-wide studies that compare SJB test data to area schools. When these studies are available, the principal confers with the School Advisory Board and the faculty.

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

The principal and faculty members of SJB are proud to share the school's successes with the larger community. Through regional and district-wide in-service meetings, graduate classes and workshops, the faculty collaborates with those from other schools and shares best practices. The principal, teachers and guidance advisor belong to various professional organizations, including the National Catholic Education Association, The Council for Exceptional Children, the Archdiocese of Washington School Counselor's

Association and Crisis Intervention Team, the National Science Teachers Association, ASCD, and CHADD. Through these organizations, the faculty share their expertise and strategies for student achievement with other professionals, as well as the success of the school as a whole.

The librarian is an executive member of the Archdiocesan Library Association. She has served as a mentor for new librarians, hosted meetings and chosen speakers for the organization. Through her work with other media specialists, MDK-12, a collection of on-line resources, was kept affordable for small private schools. The resource teacher works closely with the Archdiocesan Director of Special Services, speaks at district-wide meetings and is a member of the Council for Exceptional Children and CHADD. As Middle States visiting team members, the principal and faculty have opportunities to share SJB's successful school practices.

The successes of the school are recognized and shared by the parents with their neighbors and friends at church, at sports practices and with co-workers. Through the parish bulletin, the principal's weekly newsletter, an alumni publication and the school's website, St. John the Baptist School makes known its school-wide achievements. A publicity coordinator communicates notable and relevant school activities to the local media. During an annual open house, those interested in enrolling their child receive an informational packet highlighting school accomplishments. Should SJB be honored with a Blue Ribbon, the award would be publicized and celebrated throughout the community.

## PART V - CURRICULUM AND INSTRUCTION

---

### 1. Curriculum:

The core curriculum includes religion, language arts, math, science, and social studies. An outstanding writing program has been developed and is integrated across all disciplines. Students receive instruction in Spanish, art, physical education, music, technology and library skills. SJB follows the Archdiocese of Washington Curriculum Standards.

The goal of the religion program is faith formation. Religion, taught as a subject, is also incorporated into the day. Every day begins and ends with prayer; students also attend mass. The curriculum includes the teachings and traditions of the Catholic faith; gospel values are presented for students to reflect, internalize and act upon. Opportunities for justice and service are an essential part of the school mission and religion program.

The reading and language arts program is multifaceted. The curriculum includes reading, literature, vocabulary, phonics, spelling, grammar, and penmanship. The reading focus in the lower grades is on phonemic awareness, vocabulary and other essential literary skills. The upper grades use authentic literature and novels to strengthen comprehension and analytical thinking. The language arts program teaches grammar, spelling, and penmanship; they are practiced and applied in different writing genres.

Writing, reinforced in all areas, is also taught as a separate subject. In grades 3-8, the classroom teacher and writing specialist instruct students two to three times weekly in small groups. This setting allows students to learn the writing process, develop proficiency and gain confidence.

Math instruction in the primary and intermediate grades emphasizes basic number concepts, computation skills and problem solving. Manipulatives are used to concretize concepts. A math specialist from the upper grades provides students in grades 2-4 with remediation or enrichment depending on need. Pre-Algebra and Algebra I are taught in grades 7-8; teachers instruct all students in grades 5-8 in homogenous groupings.

Science has an experiential focus in grades K-4 supported by a comprehensive supply of materials. Recently, students and teachers across the grades created a bee garden incorporating plants indigenous to the school's geographical location. In grades 5-8, students explore concepts and principles within the earth, life and physical sciences. Students acquire hands-on experience during a weekly double period lab.

Social Studies themes in grades K -4 are multi-disciplinary and include a study of people, places and events of the world. Class discussion supports an appreciation for the planet, diverse populations and resources. In grades 5-8, the curriculum includes U.S. and World History and World Geography. Students work to build their expository reading, map and writing skills.

SJB is compliant with the program's foreign language requirement. Spanish is taught in grades K-8 for a minimum of 60 minutes weekly; 75% of 7<sup>th</sup> and 8<sup>th</sup> graders are enrolled. Appreciation of Spanish culture fosters listening, speaking, reading and writing the language.

Technology is a strength school-wide. Resources include 35 laptops, 20 PCs in the computer lab, 8 PCs in the writing lab, SmartBoards™ in grades 5-8, a document camera and LCD projectors in every classroom. A sequential continuum of instruction ensures steady progress from grades K-8. In addition to weekly skill class, technology is integrated into all curriculum areas; for example, in Social Studies, 6<sup>th</sup> grade students used laptops to complete a simulation of Egyptian civilization.

Art, music and physical education are designed to develop the skills, interest and participation of each student. Art experiences nourish the creativity of each child. Music provides a balance of experiences that include singing, movement theory, and composer studies. Physical education develops motor skills, fitness and encourages participation in sports.

An automated system ensures that students have continual access to the library's extensive and up-to-date collection of materials.

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

(This question is for elementary schools only)

A comprehensive reading program is used in Kindergarten through Grade 5. Students benefit from high interest, multicultural literature selections, scaffolded comprehension exercises, enriched vocabulary and support for English Language Learners. Instruction highlights phonemic awareness, expressive and receptive oral language, vocabulary development, comprehension strategies and critical thinking. Teachers provide multi-tiered differentiated instruction to meet the needs of students. During a daily 90 minute block, students work in small group settings with the teacher, practice concurrent skill development and interact with one another in independent work stations.

Literature anthologies and interdisciplinary novels, used in grades 6-8, contain a variety of genres geared to the diverse interests of this age group and build upon previously mastered skills. As text and novels become more complex, teachers guide students to strengthen comprehension and critical thinking skills.

Teachers model appropriate reading strategies, demonstrate application and employ graphic organizers to develop skills such as summarizing, questioning and making inferences. Smartboards™ enhance instruction and encourage active student participation in the learning process. Informal assessments are done through observation and questioning; formal assessments utilize multiple choice, true/false, matching and brief and extended constructed responses. These formative and summative assessments provide individual feedback to the student each week and at the end of each unit.

The writing curriculum supports the reading program and provides varied opportunities for students to attain proficiency and exercise creativity. Formatively, sentence structure and paragraph writing are emphasized; the upper grades extend these skills to write essays and research papers. Modeling and practice reinforce the writing process for all students. Classroom laptops complement the drafting, editing and revision process and enable students to access the Internet. The annual Arts and Academics event showcases short stories, poetry and research papers. Success of the writing program is evidenced by overwhelming participation in the voluntary Creative Writing Contest.

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

The challenging SJB Math program is aligned with the standards developed by the Archdiocese of Washington. Areas of focus include number sense, computation, algebra and functions, geometry, measurement, data analysis, and problem solving. Pre-algebra and Algebra I is taught to students in grades 7 and 8. In grades K-8, teachers monitor students' progress through the introduction and mastery of appropriate math skills.

Instruction in new concepts begins with a check for prerequisite skills that are reviewed and modeled as necessary; lessons are differentiated. Ample computational practice, such as daily warm-ups, and presentation of varied problem solving strategies ensure that students have the necessary components to master concepts. Algebraic thinking is developed at every level. Teacher directed lessons are augmented by

interactive and hands-on instruction through the use of manipulatives, teacher created materials, math games and cooperative learning. For example, students in grades 7-8 use Hands-On Equations™, a visual-kinesthetic system, to solve linear equations.

Flexible scheduling allows for instruction of small groups in grades 2-4. Depending on need, these groups may be remedial or accelerated. Students in grades 5-8 are homogenously grouped based on standardized test scores, prior success, and teacher recommendations. In addition, students in grades 7-8 who show superior ability are invited to participate in an accelerated curriculum.

Recognizing that mathematical skills need to be consistently reinforced, SJB requires students to complete a summer math packet at each grade level that reviews the concepts taught during the prior year.

The success of the SJB math program is evident in above average scores on standardized tests. Results of the Terra Nova are carefully scrutinized for skill deficiencies and curriculum gaps. Math assessments are analyzed at all levels to determine the efficacy of the instructional methods. This analysis drives future efforts in developing effective lessons and instructional strategies.

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

The faculty of St. John the Baptist School employs various instructional techniques to meet the needs of each student. At the primary level, activity centers and manipulatives encourage a kinesthetic approach to learning. Differentiated reading groups are standard in grades K-4, as are math groups; both content and product are differentiated. In the lower grades, multiple teachers are used as resources for enrichment and remedial instruction in small groups of 6-8 students. In grades 5-8, cooperative learning groups, literature circles, group projects, classroom discussions, peer editing in writing and weekly science labs are incorporated into regular instruction. Critical thinking is encouraged to challenge students to make connections, to analyze and to apply what they know. Varied strategies for note-taking and the use of technology are other ways the school accommodates the diverse learning styles of the students.

To accommodate students with special needs, teachers from all grades coordinate with the resource teacher to create groups who meet on a regular basis. In lieu of Spanish, students in grades 5-8 with learning challenges attend a study skills class that focuses on necessary strategies for academic success.

Integration across the curriculum is well established. Grades K-2 use thematic units for the presentation of science and social studies curricula. Arts and Academics, an annual event open to the community, showcases students' interdisciplinary work from all grade levels. Students in grades 5-8 prepare a research paper and corresponding project that are displayed at Arts and Academics. The Christmas Program, Spring Musical, Spring Sing and band concerts feature an integration of art, music and dance.

SJB strives to accomplish the goal of meeting all students' needs through thoughtful classroom organization, flexible skill groups and by differentiating instruction according to readiness, ability and interest.

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

To improve teacher instruction and student learning, professional development at SJB is three-pronged: individual, school and Archdiocesan.

Individually, teachers consistently attend at least one in-service workshop or professional conference that keeps them current with curriculum and instructional trends. Money for professional development is offered through the school budget, the Home and School Association and Title IIA. These funds help teachers pursue Masters Degrees in their area of specialization and keep certifications current.

The effective use of professional development opportunities results in a uniquely strong and successful standards-based writing program. The master schedule allows dedicated time weekly for writing teachers to collaborate and evaluate the program's effectiveness.

At the school level professional development targets a range of topics from students' communication and social skills to methods of teaching English language learners. The guidance advisor keeps faculty apprised of current research regarding the social and emotional health of students. Time to reflect and discuss relevant issues and current best practices strengthens faculty cohesiveness and effectiveness.

A technology committee assesses teacher skills and trains faculty to utilize and integrate available school technology, to use on-line resources in instruction, to use the school's website to support parental communication and to identify technology needs. Several faculty members have attended SmartBoard™ seminars.

Teachers attend Archdiocesan in-service meetings twice yearly. Two teachers are members of the Archdiocesan Leadership Cadre. In conjunction with the Archdiocese, the school is presently engaged in a standards-based initiative. This includes the alignment of standards with the *TerraNova* for the purpose of improving teacher instruction and student achievement. The cadre monitors and reports progress on this as well as other educational issues.

The faculty's dedication to excellence is evident through their commitment to professional development.

## **6. School Leadership:**

The SJB leadership team consists of the pastor and principal who meet monthly with the School Advisory Board. Implementing the mission, programs and resources that promote student learning is primarily the principal's responsibility. A collaborative approach allows faculty members to contribute their expertise and to share leadership.

As the school year closes, the principal and faculty develop a theme for the following year reflecting the school's mission and identity. The principal develops the theme, presents a Back to School address for both teachers and parents, and plans assemblies with students. The theme is woven into liturgical celebrations, as well as into morning and afternoon prayer. It is also infused into religion, writing and art classes.

The principal is a member of the Archdiocesan Elementary School Principals' Association and has been the regional chairperson and vice president. She has served on the Archdiocesan School Advisory Board for five years and works on district-wide committees and task forces. She is a mentor for new principals and is a member of the National Catholic Educational Association and ASCD.

With data from Town Meetings, alumni surveys, standardized assessments and Middle States visits, the principal facilitates the setting of strategic goals with the faculty and the School Advisory Board. She oversees goal implementation and effectiveness in bringing about the desired outcomes.

The principal is visible and present to the school community. She greets students at arrival, visits classrooms and is available for faculty, parents and students. Quarterly conferences are scheduled with teachers to assess the progress of each class and evaluate student performance in meeting curriculum benchmarks. With the encouragement and leadership of the principal, all faculty members implement the school's mission and collaborate with colleagues across the Archdiocese to develop instructional strategies that engage and challenge students.

## PART VI - PRIVATE SCHOOL ADDENDUM

---

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>\$6200</u>	<u>\$6200</u>	<u>\$6200</u>	<u>\$6200</u>	<u>\$6200</u>	<u>\$6200</u>
K	1st	2nd	3rd	4th	5th
<u>\$6200</u>	<u>\$6200</u>	<u>\$6200</u>	<u>\$</u>	<u>\$</u>	<u>\$</u>
6th	7th	8th	9th	10th	11th
<u>\$</u>	<u>\$</u>				
12th	Other				

4. What is the educational cost per student? \$ 7000 (School budget divided by enrollment)
5. What is the average financial aid per student? \$ 385
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?  
6 %
7. What percentage of the student body receives scholarship assistance, including tuition reduction?  
100 %

# PART VII - ASSESSMENT RESULTS

## ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Subject: Mathematics

Grade: 2 Test: TerraNova

Edition/Publication Year: 2nd edition 2000/3rd edition 2007 Publisher: CTB/McGraw-Hill

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Apr	Mar	Mar	
<b>SCHOOL SCORES</b>					
Average Score	65	78	77	79	
Number of students tested	30	27	30	31	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	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:

All scores reported are the "NP of the mean NCE" .

Second grade was not required to be tested in Spring 2005.

TerraNova 3rd Edition was used beginning in Spring 2009.

Subject: Reading

Grade: 2 Test: TerraNova

Edition/Publication Year: 2nd edition 2000/3rd edition 2007 Publisher: CTB/McGraw-Hill

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Apr	Mar	Mar	
<b>SCHOOL SCORES</b>					
Average Score	70	71	65	75	
Number of students tested	30	27	30	31	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	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:

All scores reported are the "NP of the mean NCE" .

Second grade was not required to be tested in Spring 2005.

*TerraNova* 3rd Edition was used beginning in Spring 2009.

Subject: Mathematics

Grade: 3 Test: TerraNova

Edition/Publication Year: 2nd edition 2000/3rd edition 2007 Publisher: CTB/McGraw-Hill

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Apr	Apr	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	82	71	66	68	66
Number of students tested	31	31	31	28	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:

All scores reported are the "NP of the mean NCE" .

*TerraNova* 3rd Edition was used beginning in Spring 2009.

Subject: Reading

Grade: 3 Test: TerraNova

Edition/Publication Year: 2nd edition 2000/3rd edition 2007 Publisher: CTB/McGraw-Hill

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Apr	Apr	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	78	71	68	69	58
Number of students tested	31	31	31	28	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:

All scores reported are the "NP of the mean NCE" .

*TerraNova* 3rd Edition was used beginning in Spring 2009.

Subject: Mathematics

Grade: 4 Test: TerraNova

Edition/Publication Year: 2nd edition 2000/3rd edition 2007 Publisher: CTB/McGraw-Hill

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Apr	Apr	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	78	76	67	70	73
Number of students tested	32	31	26	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:

All scores reported are the "NP of the mean NCE" .

*TerraNova* 3rd Edition was used beginning in Spring 2009.

Subject: Reading

Grade: 4 Test: TerraNova

Edition/Publication Year: 2nd edition 2000/3rd edition 2007 Publisher: CTB/McGraw-Hill

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Apr	Apr	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	75	83	71	73	72
Number of students tested	32	31	26	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:

All scores reported are the "NP of the mean NCE" .

*TerraNova* 3rd Edition was used beginning in Spring 2009.

Subject: Mathematics

Grade: 5 Test: TerraNova

Edition/Publication Year: 2nd edition 2000/3rd edition 2007 Publisher: CTB/McGraw-Hill

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Apr	Apr	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	66	72	60	74	76
Number of students tested	32	29	31	30	32
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:

All scores reported are the "NP of the mean NCE" .

*TerraNova* 3rd Edition was used beginning in Spring 2009.

Subject: Reading

Grade: 5 Test: TerraNova

Edition/Publication Year: 2nd edition 2000/3rd edition 2007 Publisher: CTB/McGraw-Hill

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Apr	Apr	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	72	76	70	77	76
Number of students tested	32	29	31	30	32
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:

All scores reported are the "NP of the mean NCE" .

*TerraNova* 3rd Edition was used beginning in Spring 2009.

Subject: Mathematics

Grade: 6 Test: TerraNova

Edition/Publication Year: 2nd edition 2000/3rd edition 2007 Publisher: CTB/McGraw-Hill

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Apr	Apr	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	70	69	75	75	66
Number of students tested	30	32	30	31	30
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:

All scores reported are the "NP of the mean NCE" .

*TerraNova* 3rd Edition was used beginning in Spring 2009.

Subject: Reading

Grade: 6 Test: TerraNova

Edition/Publication Year: 2nd edition 2000/3rd edition 2007 Publisher: CTB/McGraw-Hill

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Apr	Apr	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	76	73	73	70	67
Number of students tested	30	32	30	31	30
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:

All scores reported are the "NP of the mean NCE" .

*TerraNova* 3rd Edition was used beginning in Spring 2009.

Subject: Mathematics

Grade: 7 Test: TerraNova

Edition/Publication Year: 2nd edition 2000/3rd edition 2007 Publisher: CTB/McGraw-Hill

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Apr	Apr	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	85	86	76	69	82
Number of students tested	30	30	32	29	32
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:

All scores reported are the "NP of the mean NCE" .

*TerraNova* 3rd Edition was used beginning in Spring 2009.

Subject: Reading

Grade: 7 Test: TerraNova

Edition/Publication Year: 2nd edition 2000/3rd edition 2007 Publisher: CTB/McGraw-Hill

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Apr	Apr	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	82	84	74	74	82
Number of students tested	30	30	32	29	32
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:

All scores reported are the "NP of the mean NCE" .

*TerraNova* 3rd Edition was used beginning in Spring 2009.