

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

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

Name of Principal: Ms. Denise Judge

Official School Name: Mary, Mother of the Redeemer School

School Mailing Address:  
1321 Upper State Road  
North Wales, PA 19454-1007

County: Montgomery    State School Code Number\*: 174

Telephone: (215) 412-7101    Fax: (215) 412-7197

Web site/URL: www.mmredeemer.org    E-mail: djudge@mmredeemer.org

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

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

Name of Superintendent\*: Ms. Mary Rochford

District Name: Archdiocese of Philadelphia    Tel: (215) 587-3700

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: N/A

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

\_\_\_\_\_ Date \_\_\_\_\_  
(School Board President's/Chairperson's Signature)

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

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

## PART I - ELIGIBILITY CERTIFICATION

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

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

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

Does not apply to private schools

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

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

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

4. 3 Number of years the principal has been in her/his position at this school.

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	51	35	86	6	43	40	83
K	49	35	84	7	35	38	73
1	28	42	70	8	40	37	77
2	43	36	79	9			0
3	26	58	84	10			0
4	51	47	98	11			0
5	53	45	98	12			0
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							832

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
2 % Asian  
1 % Black or African American  
0 % Hispanic or Latino  
1 % Native Hawaiian or Other Pacific Islander  
94 % White  
2 % 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.	0
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	6
(3)	Total of all transferred students [sum of rows (1) and (2)].	6
(4)	Total number of students in the school as of October 1.	848
(5)	Total transferred students in row (3) divided by total students in row (4).	0.007
(6)	Amount in row (5) multiplied by 100.	0.708

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

Total number limited English proficient 0

Number of languages represented: 0

Specify languages:

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: 0 %

Total Number of Students Served: 4

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>2</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>0</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>0</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>2</u>	<u>0</u>
Classroom teachers	<u>33</u>	<u>0</u>
Special resource teachers/specialists	<u>8</u>	<u>3</u>
Paraprofessionals	<u>1</u>	<u>2</u>
Support staff	<u>4</u>	<u>0</u>
Total number	<u>48</u>	<u>5</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 25 :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%	97%	97%	97%
Daily teacher attendance	96%	97%	97%	97%	97%
Teacher turnover rate	9%	7%	14%	10%	17%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

In 2006-2007 and 2004-2005 the teacher turnover rate exceeded 12% primarily due to family relocations, two cases of pregnancy, and teacher choice to move to another school to teach a different grade level (eg. High School).

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

## PART III - SUMMARY

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Mary, Mother of the Redeemer School opened its doors to the children of North Wales, Pennsylvania and surrounding communities in September 2003. The goal from the early planning stages was to educate youth in a modern, progressive environment, earning a place in the heart of the parish and in the community. It would also echo belief in the power of faith, hope, and love as the foundation for a positive learning environment. MMR continues to focus on and expand upon this goal. The school is a testament to the faith of the community, to the hope for the future good, and to the love that calls each member to reach into the next generation equipped with the education and skills to excel.

A 30 acre campus, steeped in natural beauty and simplicity, is home to the original historical landmark farmhouse which serves as the parish rectory. The Church, with the adjacent parish offices and Preschool, serves as the keystone of the Catholic Education Center, uniting all spiritually, academically, and socially. Great attention is given to maintaining a harmonious balance between man and nature reminding students of their role of being good stewards of the environment. A visual reminder of unity is evidenced by the crosses atop the Church and Catholic Education Center placed in perfect symmetry to mirror the importance of the integration of the school's mission.

The Catholic Education Center is climate controlled so that all occupants may learn and work in an atmosphere conducive to joyful experiences. The full size gymnasium, commercial grade kitchen, contemporary technology lab, comprehensive science lab, art studio, music room, and every classroom are utilized daily and are consistently places of discovery, interaction, and excitement. One only needs to enter the lobby of the building to recognize the school's identity. The focal point is a sculpture of the Holy Family, reminding all of the importance of each family with Christ at its center. Evident are student creations, photographs of achievement, assorted memories of accomplishments, and the sounds of students, teachers, and volunteers interfacing for the ultimate aspiration of the joy of learning.

The primary mission of MMR is to recognize the uniqueness of each child. Even though the school is blessed by an enrollment exceeding 825 students, every effort is made to acknowledge the individual. The Pastor, administrators, teachers, and staff greet all the children as they arrive. Likewise upon their departure, students are assisted into family vehicles and onto buses for their trip home.

In its brief history, MMR has garnered many achievements including Middle States Accreditation in 2007. It is the first Catholic School in the United States to implement the Lab Learner Science program, a unique and rigorous hands-on Science curriculum. The Math program consistently seeks innovation through contemporary practices and challenges. National and local recognition has been gained for the First in Math Program. Through implementation of the Pennsylvania initiative, Project Peace, a conflict resolution program has been embraced by students, faculty, parents, and community members. As winners two years in a row of the President's Council on Physical Fitness and Sport State Champions Award, a commitment to excellence has been demonstrated to addressing the multiple facets of educating the whole child.

The Pre- K program, devoted to MMR's youngest students, is housed in a separate building and is staffed by professional educators who are well equipped to facilitate the special developmental milestones of an emerging learner in a warm and encouraging atmosphere. These little learners often join the older students in the main building for fun and informative assemblies and special events, paving the way for an easy transition to Kindergarten. The dignity and diversity of each child is greatly valued. By implementing a wide range of teaching, assessment, and communication skills, teachers evoke students to challenge themselves to think critically and explore their world deeply.

The total MMR experience is crafted so that all students leave with an education that opens the mind not only to learning and scholastic achievement but to a greater sense of their unique role in the world.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

Mary, Mother of the Redeemer School administers *Terra Nova*, the Third Edition Complete Battery to grades K-7, as well as the *In View*, to assess cognitive skills in grades 3 through 7. Prior to 2009-2010, testing was split between fall (grades 5, 6, & 8) and spring (grades K-4, & 7). 2009-2010 testing for grades K through 7 takes place in March 2010 and completes the transition set forth by the Archdiocese of Philadelphia. Under the present Archdiocesan guidelines, testing in Grades 1, 3, and 5 is optional. MMR does not participate in PSSA, the state's assessment tool.

Since the school's inception, MMR has opted to administer standardized testing for all grades so as to have the maximum information available to plan curriculum, set goals, and address the specific strengths and weaknesses of each student. The *Terra Nova Third Edition Complete Battery*, a national, norm-referenced test, is designed to assess students' basic knowledge and skill at their grade level. The expectation is that the results of each student's profile will allow his/her teacher to explore individual strengths and weaknesses, strengths and weaknesses at the grade level, and strengths and weaknesses in the school's curriculum based on comparison to national and state norms. The website providing the CTB results is: [www.cbt.com/TerraNova2](http://www.cbt.com/TerraNova2) or [www.cbt.com/TerraNova3](http://www.cbt.com/TerraNova3).

MMR's CTB standardized test scores rank above the national average as well as NCLB-Blue Ribbon standards which place its students within the top 10 percent of elementary schools in the nation. Tracking the 2008-2009 grade 8 students from 2004-2005 revealed steady progress with an increase of 6 percentage points, 77% to 83% in Math and a consistent score, 79% in Reading. Grade 7 students increased 10 points in Math, 78% to 88% and 6 points in Reading, 74% to 80%. With few exceptions, this trend held true for students in grades 5 and 6.

To mirror those grades tested using the PSSA, grades 3, 5, and 8 were chosen to track the trend of the particular grade level from 2004-2005 to 2008-2009. The results clearly indicate strong growth patterns as each grade's scores began in the high 70<sup>th</sup> percentile range and increased to the low to mid 80<sup>th</sup> percentile range in both Math and Reading. When MMR's results are compared to other Catholic Schools in the Archdiocese of Philadelphia, all MMR grade scores are consistently 10 percentage points or more above the average Archdiocesan scores and consistently match the Montgomery County Catholic Schools scores.

It is concluded that the combination of a student's longevity at MMR and exposure to its curriculum, presents the student maximum opportunity for high academic achievement. Several factors have contributed to MMR student proficiency in content areas. For example, Math instruction in grades 7 and 8 is presented by the same teacher. This establishes a relationship whereby both teacher and student advance with in-depth awareness of prior knowledge and needs assessment. Likewise, educators implement a variety of instructional methods, performance assessments, and current technological tools to advance students toward a personal best.

Revisiting the data has confirmed that, reflective of the school's mission, MMR students achieve a high level of performance meeting and, in most cases, exceeding the student's anticipated results. While Math was a main focus as an area for improvement, steps have been implemented to stimulate and sustain growth in Reading by using those same strategies as referenced in the Reading section.

It is understood that standardized testing is only one indicator of student achievement. This data, together with input from prior teachers, observation, formative, summative, and performance based assessments are incorporated into a comprehensive plan designed to increase academic growth.

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

At Mary, Mother of the Redeemer School, examination and interpretation of assessment results from the *Terra Nova* involves the entire faculty and administration. A committee of staff members is responsible for organizing test materials, overseeing the compliance of test administration, disseminating results to the teachers, and compiling school wide data. Once the data is compiled, a faculty meeting is devoted to identifying the school's strengths and weaknesses. The ensuing discussions enable the faculty to set goals and plan strategies that target a positive movement toward score improvement.

As the purpose of standardized testing should be to improve student and school performance, teachers combine results with classroom assessments, teacher observations, anecdotal records, and portfolios to devise a comprehensive and rigorous educational plan. Test data is used by the school's designated curriculum coordinators to determine necessary curriculum changes in order to support continued student success and improve teaching practices school wide. Curriculum coordinators and the administration disseminate information to teachers regarding professional development opportunities to support them as they integrate best practices to attain school and personal goals. Grade level meetings and professional learning communities also work to support this endeavor.

Individual student scores can identify performance discrepancies which indicate that a student may require additional assistance. When this occurs, the teacher collaborates with the administration, school counselor, and parents to initiate intervention. Diagnostic testing and remediation services are provided to MMR students through the Montgomery County Intermediate Unit. To the opposite end, identifying students who possess extraordinary potential and devising an educational plan that will present steady challenge is essential to keeping students motivated. Standardized test scores are key indicators for a student's acceptance into the Honors Math Program.

MMR's standardized test results are one of the measures that reflect the overall effectiveness of the curriculum and place it among the top 10 percent of schools across the nation. This standard serves as a benchmark for future improvement and success. As new populations of students assimilate into MMR, meeting the individual needs of the whole child will remain the focus of the school's mission.

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

Mary, Mother of the Redeemer School takes great pride in its commitment to establish and maintain open and frequent communication with parents, students, and the community. As an example, in August of 2007, a web based grading system known as Gradelink was acquired and implemented. Through this system, parents access grades as soon as the teacher records them, giving results within a 24-36 hour period. The Gradelink system averages grades by subject, giving both parent and student realistic answers as to how their grades are developing. Additionally, parents can set the program to be notified with a "Grade Alert", a message by e-mail alerting parents to either a high grade, or low grade result. Incomplete grades are also noted, continuously keeping parents informed on their child's progress. Mid-term progress reports are no longer necessary since Gradelink clearly shows all current grades. Gradelink also serves as the data source for the printing of official report cards, designed specifically to align with those generated by the Archdiocese of Philadelphia. Mary, Mother of the Redeemer School is the first in Philadelphia, and the Archdiocese of Philadelphia as well, to implement Gradelink. Since 2007, others have taken the model and embraced it for their schools. Faculty members have acted as resources to other schools who employ the program.

The results of standardized testing, specifically Terra Nova Testing, are vital to the instructional focus. Informing parents and the community of findings has always been a hallmark of Mary, Mother of the Redeemer School. In addition to sending home reports generated by CTB-McGraw Hill, MMR sends home a grade specific letter explaining the results and their significance to instructional goals. The letter includes comparisons to other Catholic schools in Montgomery and the surrounding counties. The administration

presents school wide results to the general membership of the Home and School Association. It has also been arranged for speakers from the Office of Catholic Education to address any questions parents may have interpreting results. Finally, a notice is placed in the weekly parish bulletin explaining student achievement results to the parish community.

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

Mary, Mother of the Redeemer School is fortunate to experience a positive working relationship with schools within the Archdiocese of Philadelphia. School staff members include the Chairperson of the Math Curriculum Committee and a member of the Assessment Committee of the Archdiocese. By their direct involvement in these committees, they are able to present and discuss school specific successes and how they can be relevant to sister schools and their instruction.

It is a common practice for teachers at MMR to act as presenters at Archdiocesan forums which bring together teachers and principals from multiple districts. At these forums, teachers lead and guide participants through those best practices which have proven to increase assessment results. Likewise, they are able to learn those practices which have proven to be constructive for other educators. The principal of MMR has been able to share such findings with teachers and principals and has presented alternatives in student assessment and teacher evaluations. While serving as members of Middle States Visiting Teams, faculty members have been able to draw upon their experiences and share with teachers outside the Archdiocese of Philadelphia those ideas which have been successful at MMR.

Most recently, the administration of MMR has started a focus group, comprised of interested archdiocesan administrators, whose objective is to set in motion plans for progressive initiatives based upon the unique academic needs of 21st century learners. A specific example is the examination of the traditional timeline designated for end of the year archdiocesan assessments. It is customary for these assessments to be the last formal activities of the instructional year, given within the last two weeks of school. This group seeks to examine the possibility of administering the same assessments earlier. Then, following a careful review by classroom teachers, if the assessments indicate a skill requiring remediation, instruction before the end of the school year could provide continuity in regard to subject matter outlined in curriculum mapping. While it should be noted that this effort is still in its infancy, it is equally notable that the administration and staff of MMR is dedicated to progressive practices with particular regard to assessments.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

Mary, Mother of the Redeemer School derives deep pride from its Catholic identity and its strong, academic program. While all guidelines regarding curriculum are developed by the Office of Catholic Education for the Archdiocese of Philadelphia, MMR is committed to exceeding these expectations at every level. It is the firm belief of the school community that a strong religious and rigorous framework will mold students well prepared as 21<sup>st</sup> century Catholic learners. The spiritual and personal growth of the students is stimulated through the understanding of their heritage, the mastery of concrete and abstract skills, and the encouragement to become good citizens with a sense of local and global awareness.

The Religion curriculum at MMR leads children to an intimate relationship with the Lord. Through their participation in daily communal prayer, faith based instruction, and the discovery of church history and traditions, students develop a positive and personal understanding of their faith. Attendance at First Friday Liturgies, Adoration of the Blessed Sacrament, Stations of the Cross, Reconciliation, and daily masses during Advent and Lent, are only a sampling of occasions which call students together as a family of faith. A hallmark of the religion component is the willingness of MMR's students to give of themselves through spiritual and corporal works of mercy. Students do not simply give...they work. Whether by preparing or serving meals at a shelter as a 6<sup>th</sup> grader, singing monthly to elderly residents at a neighboring care facility as a 2<sup>nd</sup> grader, or assembling and delivering breakfast bags for the homeless as an 8<sup>th</sup> grader, MMR children seek opportunities to give back for all the goodness that has been bestowed upon them. It is a foundational belief at MMR that all students will make meaningful connections between instruction and real life situations.

Reading and Language Arts instruction is facilitated by the use of a current, data based series. Classroom practices include whole group instruction as well as flexible grouping when necessary. By keeping instruction fluid, teachers are able to address individual needs as they arise and also focus on the development of higher level cognitive skills, helping students become successful and independent learners. The program is augmented by the Accelerated Reader program facilitated through the librarian and classroom teacher. Additionally, teachers gain insight into the mastery of previously introduced skills through review of student portfolios. Daily attention is devoted to the implementation of the writing process, which guides students to take their abstract ideas from conceptualization to realization. Through the utilization of ThinkCentral.com, students and parents have the capability to directly connect to pertinent resources and materials.

The Math curriculum incorporates instructional techniques such as modeling, direct instruction, cooperative learning, and hands-on discovery. Students keep skills sharp through daily maintenance drills, First in Math participation, the Math 24 game, and numerous web-based programs produced by the textbook publishers. An Archdiocesan criterion has been established to determine eligibility for the Honors Math Program, and all students meeting that criterion can participate in the program beginning in grade 4. The core components of the Math curriculum are plotted along a curriculum map thoroughly reviewed with teachers under the guidance of the Math Coordinator/Coach.

Mary, Mother of the Redeemer School holds the distinction of being the first Catholic school in the country to have the LabLearner Science Curriculum. This completely hands-on, inquiry based system allows students to hypothesize, discover, and draw conclusions regarding real world structure and matter. Through the careful implementation of the program, students are encouraged to ask questions, generate and test new ideas, and demonstrate knowledge through performance skills. So highly relevant has this program been, that the Office of Catholic Education has endorsed its implementation into other archdiocesan schools, and the program is under further consideration for archdiocesan wide implementation.

The Social Studies curriculum encourages students to see the moral implication of past and current events. Their level of consciousness is heightened through discussion of social justice issues as they are challenged to respond by living their faith. Active participation through group projects, research, current event discussions and debates involve all students in relative and meaningful work, pertinent to their future.

Physical Education at Mary, Mother of the Redeemer is structured to guide students to a personal best. Rigorous, high-energy, and competitive activities work so the developmental child is moved along in an age appropriate manner. The school holds the distinction of being State Champions, for the past two years, for the President's Council on Physical Fitness and Sports and The President's Challenge Program.

The Technology curriculum exceeds all standards of expectation outlined by the Archdiocese of Philadelphia. Students at MMR quickly achieve competency and are moved well beyond those parameters. Each grade level is designed to produce a yearlong project, relevant in matter, which must display an aptitude for programs. For example, the 8<sup>th</sup> grade project involves students developing a product and designing all aspects necessary to promote that product. Students create companies, market their product, set up and track stock on the exchange, produce literature and commercials, all the while incorporating multiple programs in technology. MMR is also the only school in the Archdiocese to incorporate "Alice", an animation programming method, in the school's Technology Explorer's Club (T.E.C. ).

MMR is in compliance with the Blue Ribbon program's foreign language requirement. Spanish is taught to 100% of students in Kindergarten through 8th grade. Kindergarten has instruction for 30 minutes, 1st through 6th for 45 minutes and 7th and 8th grades for 55 minutes per week throughout the entire school year thus exceeding the Blue Ribbon program requirement. The comprehensive Spanish curriculum focuses on vocabulary, pronunciation, and conversational Spanish. Introducing students to foreign language in Kindergarten builds a strong foundation affording students in the upper grades the skills to extend their learning and to apply it to real world experiences by researching Spanish speaking countries and developing travel brochures as an example of their understanding and comprehension. As a community, the students recite morning prayers on Tuesdays totally in Spanish.

The Fine Arts Department establishes a foundation in Art History and Music theory and progresses students toward formative experiences. Every student is encouraged to find that inner self and to express it. Entries into local and national competitions have given students much deserved recognition for their efforts. Likewise, the Music Department's Spring Play creates a venue for every student to shine.

The curriculum at MMR is rigorous and purposeful. No one area sits alone. Cross-curricular activity is common place, and staff members unite to create for each student the optimum experiences in learning and assessment.

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

(This question is for elementary schools only)

During the acquisition process for materials to be used at the new Mary, Mother of the Redeemer School, a Reading series was selected which proved to work well during the developmental years. However, within three years it was determined that the series, though sufficient, was not commensurate with the level of challenge necessary for the school's population. A research based series was piloted for a year, and subsequently chosen for Kindergarten through grade 5.

Reading is the anchor to the Integrated Language Arts curriculum which also includes instruction in writing, vocabulary, phonics, spelling, grammar, and library skills. A four step systematic approach to reading is employed which includes direct instruction, modeling, guided practice, and practical application. At MMR, students' needs are met by using flexible grouping, publisher generated on-line activities, literature circles,

reinforcement and challenge activities, leveled readers, and reciprocal teaching. Guest readers are invited on a weekly basis so as to model fluency in oral reading.

A natural progression takes students in grades 6 through 8 to a reading series that promotes and develops higher level cognitive skills. Teachers help students become successful and independent through the use of book talks, reading logs, daily journals, power points, quality trade books, and poetry as well as oral presentations. Students are prepared to incorporate the major components of reading and writing in other subject areas and life skills.

An accomplished, full-time Library instructor oversees the implementation of programs that further enrich students' literacy skills. She coordinates with teachers to guide students through research and cross-curricular projects. The library experience is further connected through the Accelerated Reader Program which is monitored and assessed by the librarian. Her effectiveness upon the reading program in general is well noted by last year's marked improvement in Reading Olympics as team members received gold medals in every grade level competition.

Even though it has been determined that great good has been derived from the current reading program, it has also been determined by the administration and staff that current data which reflects accomplishments and abilities in reading are not reflective of students' maximum potential. Therefore, data from standardized testing is being used in the development of curriculum mapping to support the reading curriculum.

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

The Math program at MMR is aligned to the archdiocesan curriculum, state, and national standards. At each grade level, the strands and processes are developed using the concept continuum of hands-on, pictorial representation to abstract instruction. Primary grade students use unifex cubes and base ten materials; middle grade students use fraction bars and geometric solids; upper grade students use +/- red and yellow chips and algebra tiles. Students move forward on the continuum as they independently grasp concepts and demonstrate an ability to apply rules and algorithms.

Basic skills are the cornerstone of the curriculum upon which the structure of the program stands. Real-life applications give the students a connection to their world and allow them to synthesize and apply core knowledge. As an example, the 5th grade Economy Project establishes a monetary basis used throughout the school year. Students implement math skills daily to manage debits, deposits, credits, taxes, withholdings, and more as they develop authentic understanding. In their 6th grade year, the skills acquired the preceding year are applied to a "Design a Room" project. This year long event incorporates prior knowledge as well as acquired knowledge. By virtue of performance assessments such as these, students at MMR are methodically prepared for the future.

Participation in the First In Math program is vibrant in grades 3 through 8. Students compete not only with themselves but with one another and fellow competitors throughout the state and nation. Students build confidence in their abilities and are recognized weekly by the administration for their achievements. So infectious has participation been that staff members have joined in with a spirit of collegial rivalry. It is believed that the increase in standardized scores is a direct reflection of the school's participation in First In Math. MMR steps further by entering the Continental Math League, local high school Math Bowls, and numerous academically competitive venues.

The Honors Math teacher at MMR serves a dual role as both coordinator and coach of the Math department. Additionally, as Chairperson of the Archdiocesan Math Committee, as well as being a recipient of the NCEA Distinguished Educator Award, she brings first hand to MMR an expertise not common in other schools. In her capacity as coach, new faculty members are in-serviced to become familiar with the components of the guidelines. Curriculum mapping with grade level teachers identifies essential skills and

content to ensure continuity. Frequent consultation and follow-up throughout the school year allows for an on-going assessment of progress and modifications to the plan as warranted.

A focused school-wide plan, a Math Coach, a faculty dedicated to honing their mathematical knowledge, the implementation of multiple and varied instructional techniques, and the integration of technology all combine to produce students' confidence and success.

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

According to Carol Anne Tomlinson's book, *How to Differentiate Instruction in a Mixed Ability Classroom*, "in a differentiated classroom the teacher proactively plans and carries out a variety of approaches to content and product in anticipation of and response to student differences in readiness, interest and learning needs." The faculty of MMR understands students possess unique learning styles and to insure they reach their potential, they embrace the practices of backward design, differentiated instruction, data driven instruction, alternative assessment, and the infusion of rigor and real world experiences as part of a sound educational philosophy.

Lesson planning focuses on various factors integral to student success. Emphasis is placed on backward design; how the objective will be assessed followed by the steps to achieve the desired objective. Knowledge of essential curriculum topics and movement toward unit planning has enabled teachers to infuse lessons with activities that address the visual, auditory, and kinesthetic learners as well as higher level critical thinking and problem solving skills. Setting standards for success is a collaborative process between students and teachers.

As they are cognizant of the differences in learning styles, the MMR faculty employs a variety of tools such as music, visual aids, graphic organizers, technology, and methods of whole group instruction and individual and group work to engage the learner. Technology tools such as a state of the art computer lab, mobile laptop cart, classroom computers, Smartboards, Airliners, and digital and Flip cameras help teachers capitalize on the strengths of each student.

To reach academic goals, teachers utilize pertinent data, attend workshops, are members of professional learning communities, and create time to collaborate with grade partners.

Assessment of readiness and varied channels through which students can express their understanding shift the focus of the teacher to that of facilitator. Instructional methods employed allow students to demonstrate their abilities in a variety of ways providing them with many opportunities to be successful.

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

Professional Development at Mary, Mother of the Redeemer School is purposeful and goal oriented. A central purpose of the school is to develop and maintain Catholic identity. Teachers take advantage of religious education courses offered at neighboring high schools through Saint Charles Seminary, so they can be informed sources for their students. Likewise, while their attendance at the Catholic Life Congress is optional, the educators at MMR take full advantage of this offering. The yearly faculty retreat is presented by one of two familiar retreat masters so that a relationship is established and maintained.

The administrators firmly believe that teacher effectiveness is directly related to student achievement. Beginning with the academic year 2007-2008, a working and fluid plan was established to keep teachers apprised of, and to train for, those practices that would move them toward maximum effectiveness. During August of that year, teachers were trained in the newly acquired Gradelink and Teacher Web. Both programs were acquired so that parents could be apprised in the most expeditious manner of the progress and achievements of their children. Also during that month, two additional development programs took place. Teachers of primary students were inserviced on the Dynamic Indicators of Basic Early Literacy Skills

(DIBELS) so they could begin to implement this assessment tool to help direct instruction. Teachers of middle to upper grade students were in-serviced on using Smartboards.

At the beginning of the 2008-2009 school year, the faculty as a whole received professional development on Robert J. Marzano's *Classroom Instruction That Works*. In-house study groups were formed so that each strategy of Marzano's could be explored in-depth and presented to the professional community. Subsequently, these strategies were implemented into daily instruction so that student achievement remained a focus.

So as to maintain continuity and purpose, for the year 2009-2010, the educators at MMR are participating in professional groupings to study and implement Formative Assessment techniques. Along with information presented to them during a development day featuring Heidi Hayes Jacobs, these groups are carefully working not only with the documented findings she presented, but with her network of colleagues as well. These colleagues of Dr. Jacobs have given first hand direction and suggestions to the staff on areas such as curriculum mapping and performance based assessment.

By focusing on teacher effectiveness, the ultimate goal is to improve the educational experiences and achievements of the students served at Mary, Mother of the Redeemer School.

## **6. School Leadership:**

The primary role of the principal at Mary, Mother of the Redeemer School is to guide all members through its spiritual mission. By greeting students in the morning and making every effort to acknowledge them in an individual manner, she recognizes the uniqueness of each child she encounters. The principal addresses the student body as a whole via public address, congratulating those celebrating birthdays, as well as the most recent recipients of awards and individual accomplishments. Daily prayer precedes the beginning of academics, demonstrating a conviction to use God given talents in every effort of the day. A call to prayer at the conclusion of the day, by the principal, brings to full circle the purpose as a Catholic Education Center.

Always mindful of the purpose for academic excellence, the principal works to stay apprised of contemporary, data-proven practices. By her participation in the summertime Leadership Academy and ongoing leadership professional development, she brings to the faculty those best practices that will develop rigorous lessons, enhance instruction, and produce students prepared as 21<sup>st</sup> century learners. Her program of developing professional study groups among faculty members encourages her colleagues to challenge themselves and become teacher leaders as they share their findings with one another and other educators within the system.

Policies are not developed arbitrarily by the principal but rather democratically. Great discussion precedes their establishment so as to encourage ownership for all those affected. She oversees the implementation of policies by weekly review of lesson plans, a weekly memo to staff, holding productive faculty meetings, and by offering relevant professional development. An annual instructional focus, such as Formative Assessment, is presented at the beginning of each year and is supported by the procurement of books and literature as well as by arranging for supportive professional presentations.

The Vice Principal is a most supportive presence, and she works with the principal to make all successes possible. Her command of appropriate instructional practices and curriculum relevance makes her a tremendous resource to all staff members. She works closely with new teachers by guiding them in lesson development, curriculum mapping, and unit planning. She is a member of the Archdiocesan Curriculum Committee and brings their findings first hand to MMR. Her years of experience as a principal and vice principal in the state of Connecticut help her contribute fresh and alternative viewpoints. Together, the principal and vice principal are a spiritual presence at MMR, dedicated to the excellence of its students and the advancement of individual talents.

## PART VI - PRIVATE SCHOOL ADDENDUM

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

<u>\$3500</u>	<u>\$2875</u>	<u>\$2875</u>	<u>\$2875</u>	<u>\$2875</u>	<u>\$2875</u>
K	1st	2nd	3rd	4th	5th
<u>\$2875</u>	<u>\$2875</u>	<u>\$2875</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
6th	7th	8th	9th	10th	11th
<u>\$0</u>	<u>\$0</u>				
12th	Other				

4. What is the educational cost per student? \$ 3937 (School budget divided by enrollment)
5. What is the average financial aid per student? \$ 1232
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?  
2 %
7. What percentage of the student body receives scholarship assistance, including tuition reduction?  
89 %





Subject: Mathematics

Grade: 2 Test: Terra Nova

Edition/Publication Year: Second Edition 2001/Third Edition 2008 Publisher: CBT McGraw-Hill

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	91	93	91	95	86
Number of students tested	87	100	111	85	77
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:

2004-2008 Second Edition

2008-2009 Third Edition

Subject: Reading

Grade: 2 Test: Terra Nova

Edition/Publication Year: Second Edition 2001/Third Edition 2008 Publisher: CBT McGraw-Hill

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	89	89	86	91	91
Number of students tested	87	100	111	85	71
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:

2004-2008 Second Edition

2008-2009 Third Edition

Subject: Mathematics

Grade: 3 Test: Terra Nova

Edition/Publication Year: Second Edition 2001/Third Edition 2008 Publisher: CBT McGraw-Hill

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	84	80	79	80	78
Number of students tested	100	108	85	82	79
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:

2004-2008 Second Edition

2008-2009 Third Edition

Subject: Reading

Grade: 3 Test: Terra Nova

Edition/Publication Year: Second Edition 2001/Third Edition 2008 Publisher: CBT McGraw-Hill

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	74	70	70	74	74
Number of students tested	100	108	85	82	79
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:

2004-2008 Second Edition

2008-2009 Third Edition

Subject: Mathematics

Grade: 4 Test: Terra Nova

Edition/Publication Year: Second Edition 2001/Third Edition 2008 Publisher: CBT McGraw-Hill

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
Average Score	68	82	80	85	77
Number of students tested	102	84	86	75	65
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:

2004-2008 Second Edition

2008-2009 Third Edition

Subject: Reading

Grade: 4 Test: Terra Nova

Edition/Publication Year: Second Edition 2001/Third Edition 2008 Publisher: CBT McGraw-Hill

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
Average Score	74	78	79	83	79
Number of students tested	102	84	86	75	65
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:

2004-2008 Second Edition

2008-2009 Third Edition

Subject: Mathematics

Grade: 5 Test: Terra Nova

Edition/Publication Year: Second Edition 2001/Third Edition 2008 Publisher: CBT McGraw-Hill

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
Average Score	78	83	80	77	79
Number of students tested	83	84	77	68	87
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:

2004-2008 Second Edition

2008-2009 Third Edition

Subject: Reading

Grade: 5 Test: Terra Nova

Edition/Publication Year: Second Edition 2001/Third Edition 2008 Publisher: CBT McGraw-Hill

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
Average Score	70	79	81	80	78
Number of students tested	83	84	77	68	87
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:

2004-2008 Second Edition

2008-2009 Third Edition

Subject: Mathematics

Grade: 6 Test: Terra Nova

Edition/Publication Year: Second Edition 2001/Third Edition 2008 Publisher: CBT McGraw-Hill

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
Average Score	78	84	81	80	78
Number of students tested	82	80	69	84	57
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:

2004-2008 Second Edition

2008-2009 Third Edition

Subject: Reading

Grade: 6 Test: Terra Nova

Edition/Publication Year: Second Edition 2001/Third Edition 2008 Publisher: CBT McGraw-Hill

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
Average Score	76	76	78	76	73
Number of students tested	82	80	69	84	57
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:

2004-2008 Second Edition

2008-2009 Third Edition

Subject: Mathematics

Grade: 7 Test: Terra Nova

Edition/Publication Year: Second Edition 2001/Third Edition 2008 Publisher: CBT McGraw-Hill

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
Average Score	88	82	83	79	76
Number of students tested	78	70	78	57	58
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:

2004-2008 Second Edition

2008-2009 Third Edition

Subject: Reading

Grade: 7 Test: Terra Nova

Edition/Publication Year: Second Edition 2001/Third Edition 2008 Publisher: CBT McGraw-Hill

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
Average Score	80	80	79	78	75
Number of students tested	78	70	78	57	58
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:

2004-2008 Second Edition

2008-2009 Third Edition

Subject: Mathematics

Grade: 8 Test: Terra Nova

Edition/Publication Year: Second Edition 2001/Third Edition 2008 Publisher: CBT McGraw-Hill

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
Average Score	83	83	83	83	81
Number of students tested	71	79	57	56	49
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:

2004-2008 Second Edition

2008-2009 Third Edition

Subject: Reading

Grade: 8 Test: Terra Nova

Edition/Publication Year: Second Edition 2001/Third Edition 2008 Publisher: CBT McGraw-Hill

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Oct	Sep	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
Average Score	79	82	81	79	79
Number of students tested	71	79	57	56	49
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:

2004-2008 Second Edition

2008-2009 Third Edition