

PART I - ELIGIBILITY CERTIFICATION

11PV122

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 2010-2011 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 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
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

11PV122

All data are the most recent year available.

DISTRICT

Questions 1 and 2 are for Public Schools only.

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban
4. Number of years the principal has been in her/his position at this school: 14
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	17	23	40		6	16	20	36
K	13	13	26		7	18	22	40
1	10	17	27		8	28	26	54
2	14	14	28		9	0	0	0
3	16	11	27		10	0	0	0
4	14	14	28		11	0	0	0
5	16	19	35		12	0	0	0
Total in Applying School:								341

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
6 % Asian
1 % Black or African American
4 % Hispanic or Latino
9 % Native Hawaiian or Other Pacific Islander
76 % White
4 % 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 2009-2010 school year: 2%

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, 2009 until the end of the school year.	3
(2)	Number of students who transferred <i>from</i> the school after October 1, 2009 until the end of the school year.	5
(3)	Total of all transferred students [sum of rows (1) and (2)].	8
(4)	Total number of students in the school as of October 1, 2009	403
(5)	Total transferred students in row (3) divided by total students in row (4).	0.02
(6)	Amount in row (5) multiplied by 100.	2

8. Percent limited English proficient students in the school: 1%

Total number of limited English proficient students in the school: 4

Number of languages represented, not including English: 1

Specify languages:

Korean

9. Percent of students eligible for free/reduced-priced meals: 5%
 Total number of students who qualify: 16

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-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 6%
 Total number of students served: 20

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

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>3</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>16</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>1</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>0</u>
Classroom teachers	<u>21</u>	<u>3</u>
Special resource teachers/specialists	<u>0</u>	<u>2</u>
Paraprofessionals	<u>0</u>	<u>4</u>
Support staff	<u>4</u>	<u>2</u>
Total number	<u>26</u>	<u>11</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 high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	96%	96%	96%	97%	97%
Daily teacher attendance	99%	99%	99%	99%	99%
Teacher turnover rate	1%	1%	1%	0%	0%
High school graduation rate	0%	0%	0%	0%	0%

If these data are not available, explain and provide reasonable estimates.

The teacher turn over rate is actually less than 1%, but the table does not let you put in a fraction of a percent.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

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	_____ %
Total	_____ 0%

“We are a faith community that provides Catholic/Christian education within the context of a parish sponsored school. We offer both self-contained classrooms and a departmental structure, with an emphasis on student achievement, discipline, and maintaining a child-centered environment. We foster strong academic outcomes, a commitment to Catholic values, personal responsibility and the development of each student’s potential.”

This is the Mission Statement of St. Joseph School in Oradell, New Jersey, which has been serving children from Oradell, New Milford and numerous surrounding towns for three generations. One of more than 80 Catholic elementary schools within the Archdiocese of Newark, St. Joseph School currently enrolls 345 students from Pre-K 3 to grade 8. Staffed by state certified teachers, St. Joseph School exists to provide students with both traditional Catholic values, and the academic preparation necessary to excel in the 21st. Century.

St. Joseph School, which is accredited by the Middle States Association of Schools and Colleges, is rich in tradition and history. The school opened on Sept. 6, 1939 to 69 students in grades 1 – 5, staffed by 4 Religious Sisters. An additional building was completed in 1957, located a half block away. Although the two buildings are physically in close proximity, the school has the distinction of being located in two different towns, as the town line goes right through the parish property! The Oradell building, the Lower School, houses the Pre-K and grades 1 – 4. The New Milford building, the Upper School, is home to grades 5 – 8. The faculty and support staff has grown from the original 4 Religious sisters, to a completely lay group, made up of 3 men and 37 women.

In an economic climate where parents need to work hard outside the home to make ends meet, St. Joseph School is supported by an active group of families who are involved in many different aspects of the school community. The partnership between home and school is reflected in the many hours of volunteer service parents give each year, and to the variety of projects they undertake to help school programs grow and flourish.

St. Joseph School provides a comprehensive academic program for its students by concentrating on fundamental skills and higher order concepts and learning techniques. The curriculum is based on Archdiocesan and New Jersey Core Curriculum standards. The strong academic program, as evidenced by the Terra Nova test scores, includes three full years of daily world language instruction for students in grades 6, 7 and 8. Students are further challenged in Math by offering both Pre-Algebra and Algebra I to the outstanding Math students in grades 7 and 8. The commitment of St. Joseph School to educating the whole child is evidenced by the outstanding Fine Arts program, which includes weekly classes in Art and Music and extra-curricular activities in the form of after school Art classes, Choir, and Drama. In addition, the school has weekly classes in Physical education, including a six week Health unit, and Technology. The technology program has undergone great strides within the last 10 years. Computer instruction is offered in both PC and MAC formats and the computer labs are networked, with high speed internet access. Interactive Smartboard technology, graphing calculators, and classroom laptops are also part of the technology offerings. Parents are also brought into the technology loop via the school website. All homework is posted on-line, daily happenings are photographed and posted regularly, all menus, calendars, newsletters, and other school forms are available for download and SKYPE video conferencing has been used to allow homebound students to “attend” class.

In an effort to continue and strengthen the commitment to the education of the whole child, St. Joseph school has developed a comprehensive extra-curricular program. Students have a wide variety of after school clubs or teams they can belong to, including everything from Yearbook to the “E” Book Club, Poetry Club, Environment Club, and the National Junior Beta Society. Scouting meetings take place right

on campus as well, further expanding the choices students have to develop their interests. Sports teams and Martial Arts are also available.

St. Joseph School has a strong commitment to the spiritual development of each child. The school's first priority is the religious program, which provides an excellent foundation for the student's moral growth. The school helps the student become aware of his or her relationship with God: Father, Son and Spirit, and provides the environment for this connection to deepen, strengthen and grow. In addition, St. Joseph School encourages the students to have an awareness of, membership in, and responsibility toward, the larger world community.

As indicated by these outstanding factors, St. Joseph School is worthy of Blue Ribbon recognition!

1. Assessment Results:

St. Joseph School is committed to the academic achievement of all students. This success can be measured by several different methods, including student results on standardized tests. To be recognized as a Blue Ribbon School requires that student test scores at every grade tested in the last year be in the top 10 percent of the nation in Math and Reading, as measured by a norm-referenced test. The elementary schools within the Archdiocese of Newark are required to administer the Terra Nova Complete Battery, developed by the CTB- McGraw Hill Company, to all students in grades 1, 2, 4 and 6. Students in grades 3, 5 and 7 take the Terra Nova, Multiple Assessment test. This assessment is a norm-referenced test, taken in March of each year. The Terra Nova, Second Edition was administered for most of the years reported. In 2009, St. Joseph School students began taking the Terra Nova, Third Edition. The Terra Nova test is a very comprehensive instrument, which covers a multitude of specific learning objectives. The Reading test includes items designed to assess basic understanding, word meaning, analyzing text, and evaluating. The Math test includes items on fractions, number sense, Geometry and Algebra. Additionally, all students in grades 2 – 7 are given the In View test, which is a measure of cognitive abilities that includes verbal reasoning, sequences, analogies, and quantitative reasoning. Because the Terra Nova is a norm-referenced test, student achievement at the local level can be compared with national performance data. This information is used to gauge how well students at St. Joseph School are performing, as compared to other students nationally.

When examining the National Percentile (NP) of the Mean Normal Curve Equivalent, (MNCE) for students in grade 3 through 7 over the course of the last five years, it is clearly evident that the results are relatively consistent. Reading scores in grades five, six and seven have been in the range of 75 – 83 for the last five years. The range is broader for students in grade 3, with a range of 73 – 86 and grade 4, where the five-year range is 70 – 85. There have been no changes in faculty at the grade 3 and 4 level to impact student instruction, but an analysis of the cohort information indicates a pattern of lower achievement among a particular group. As the class moves forward, they are scoring consistently, but in the 70's range, rather than the 80's.

In Math, there are similar patterns of consistency at individual grade levels. Grade 3 students have scored within 5 points of each other, with the exception of the 05 – 06 group. The same is true for all the other grade levels, with the exception of one cohort group, which began to show a pattern of gradual decline until 2009, with Math NP scores going from a high of 78 down to 60. In order to reverse this trend, the Math teacher developed several different learning strategies to address the specific areas of need, as identified by the objective summary report of the Terra Nova test. This additional attention to detail in teaching strategy resulted in that cohort showing an increase in NP of the MNCE scores by 10 points over the previous year.

In addition to the Terra Nova test, students in grades 5 and 8 are also assessed on the Catholic Faith, using the Assessment of Catechesis Religious Education, or ACRE exam, published by the National Catholic Education Association. St. Joseph School students consistently receive both the highest scores in the Archdiocese of Newark and top scores nation-wide on this assessment, which clearly shows that the quality of religious instruction is on par with other academic subjects.

2. Using Assessment Results:

Terra Nova supplies detailed data for both individual students and class groups. This information is also reported for Special Population students. The Assessment Summary with In View, Part II, gives each teacher an immediate snapshot of the obtained achievement scores versus the anticipated scores. This information is an instant “report card” and is used to gauge if the class is indeed working up to potential, lagging behind or exceeding expectations. Teachers then use the Group Objective Summary report to see

the complete picture of how the class has performed on each major objective covered in the subject areas tested. The Math assessment includes eight different objectives. In Reading, there are seven. At a glance, teachers can see the mastery level of each student. A completely filled in circle indicates complete mastery. A half filled circle indicates partial mastery and an empty circle indicates non-mastery. When the report is viewed vertically, an individual student is showcased, with all objectives. When viewed horizontally, a teacher can single out a particular objective to see how the class did in general. If less than 75% of the class has mastered a particular objective, then it needs work. Using this data in conjunction with the student day-to-day assessments, teachers can zero in on strengths and weaknesses in either an individual student or in the group as a whole. The principal conferences with grade level teachers to review class data and results are analyzed for any emerging patterns. Areas of need are identified and instructional action plans are developed to address those needs. Areas of strength are also analyzed for further development across the grades.

Over the years, this type of analyses has led to more focused professional development, changes in how specific topics are presented and even in textbook changes. When fractions consistently tested as a weaker area in Math, a group meeting was held with every Math teacher from Pre-K through grade 8. Each teacher gave a presentation as to how that topic was presented, practiced, and reinforced. This exchange of methodology was beneficial to everyone and common teaching strategies were developed in order to insure both consistency in presentation and proper scope and sequence.

At the last faculty meeting in June, the teachers receive the scores of the students who will be coming to them the following September. This gives each teacher time over the summer holiday to look over group results and plan for September.

3. Communicating Assessment Results:

Educational assessment is done regularly all year long. Consequently, communicating the result of that assessment is done all year long as well. That is the only way a true home and school partnership can function. Folders containing written work are sent home on almost a weekly basis. Parents receive written progress reports every six weeks and Report Cards are issued approximately every 12 weeks, using a Trimester system. Formal Parent-Teacher conferences take place every November and continue to be scheduled on an as needed basis throughout the year.

The Terra Nova results are received in the spring and the principal uses the next scheduled faculty meeting to give a general overview to all faculty. Each teacher is then given an individual results packet, containing both individual and group scores for their particular class. Once they have had the opportunity to study their own results, they move into grade partner small group meetings and compare class sections. At the close of school in June, this packet passes on to the teacher at the next grade level, for their planning purposes. Specific group reports are kept on file in the school office for future reference.

Parents are mailed the CTB/McGraw-Hill student Home Report, along with a comprehensive “State of the School” summary. A detailed presentation is also given to the School Advisory Board, which includes cohort-tracking information. Parents are encouraged to contact the principal or class teacher if they have specific questions about their individual child. At these meetings the school representative goes over additional details that were contained in the group report and helps to develop a student roadmap for specific subject needs.

A similar process is followed to communicate the results of the grade 8 COOP exam, which is the archdiocesan high school admissions test, the ACRE exam, a national Religious Education assessment given annually to students in grades five and eight and the Writing Assessment, given annually to students in grades four and seven.

Additionally, school results are published in the school weekly newsletter, the weekly parish bulletin and incorporated into promotional and admissions materials.

4. Sharing Lessons Learned:

A common theme at St. Joseph School is “Share The Good News!” As a member school of the Middle States Association of Colleges and Schools, St. Joseph School has had faculty serve on accreditation teams for other elementary schools. The principal regularly attends the national convention for the NCEA, which affords many opportunities for collaboration and sharing best practices. Faculty has had curriculum projects and creative bulletin board ideas published in professional magazines and the school wide retreat program success story was recently submitted to a national Catholic school magazine for consideration for a best practices award in the area of religious school climate.

Within the Archdiocese of Newark, elementary schools are divided into county groups and then further sub-divided into geographic groups, based on the parish deanery system. This gives the principal many opportunities to share with other Catholic schools in the local community. There are yearly professional development workshops for our Deanery schools, which allow for the faculties of each participating school to meet and collaborate on various educational topics. St. Joseph School has served as the host site for some of these professional development workshops, which provides additional opportunities to showcase student work, always on display.

Faculty has served on Archdiocesan curriculum formation committees and the principal served on the Archdiocesan committee that restructured the report card system, used by all elementary schools. Students have participated in many local contests, including Spelling Bees, Academic Olympics, the local Deanery and Archdiocesan Catholic Challenge competitions and area wide Art contests. Student Art work is on permanent exhibit at the local public library, in a display that changes seasonally. The yearly student Science Fair is open to the public for viewing. The Fair is judged by area elementary and high school Science teachers, who look forward to this opportunity each year.

There is also collaboration with area colleges and universities in the area of teacher preparation. College students come each year to complete formal teacher observations and to do field placement.

1. Curriculum:

The Archdiocese of Newark provides a Curriculum Guide for the scope and sequence of all subject areas, which follow New Jersey Core Curriculum standards. Our teachers use a variety of methods including student centers, cooperative learning, drill and practice, hands-on demonstration, lecture, and the use of technology as a teaching tool. Critical thinking and creative writing are also emphasized at every grade level.

The teaching of Religion and its appropriate inclusion into all other academic areas is a primary focus of St. Joseph School. The Religion faculty teaches that subject exclusively, and each has a special certification in this area. The study of Family Life is also incorporated in an age appropriate manner at each grade level.

In Math, basic skills are taught and reinforced throughout the grades to insure mastery. Number relations, place value, time, money, fractions, probability and geometry are also covered. Students are accelerated in Math beginning at grade 7 and can finish an entire year of Algebra I by the time they graduate. Manipulatives, calculators, interactive white board technology and games are used in concept areas

The Social Studies curriculum includes topics in history, geography, economics, and civics. The students learn about various communities in the United States, gain an understanding of diversity and civic duty, and develop map skills. Students in grade 4 undertake a comprehensive study of the State of New Jersey. Every opportunity is taken to discuss social justice issues in both history and current events and cooperative activities are included to encourage ownership of knowledge and to foster team effort.

The music curriculum has been designed to provide students the opportunity to explore and experience music in a way that feels comfortable and natural for them, while meeting the National Standards in Music education. At each grade level, through age-appropriate activities and song, the basic concepts of melody, rhythm, harmony, tone, color and form are explored. There are multicultural and theme units at each grade level as well. The standard classroom rhythm instruments are used on the Primary level. Beginning at grade 2, music theory and notation is introduced through simple wind instruments, precorders and recorders. Music composition is done utilizing the Garage Band feature of the MAC computer. Student performance is encouraged and two full concerts are presented each school year. The weekly Drama Club is a popular extra-curricular activity, with as many as 70 students in grades 4 – 8 participating.

The visual arts program strives to empower each student to express their own unique way of seeing the world around them. Through individual and group projects, students develop pride in their work and a feeling of self-worth. Students learn to appreciate culture and beauty in the world through age appropriate projects, through the study of art history, major artists and art movements. The art of different cultures and countries is also explored. Starting in grades one through four, art theory is introduced and incorporated into every lesson, based on the elements of art and principles of design. Students in grades five through eight delve into the complexities of perspective, color theory, composition, advanced drawing and painting skills as well as careers in art. In the Spring, there is an Art show comprised of hundreds of pieces of Art that the children have pre-selected from all of their projects. They title each piece and showcase their work with great pride.

The Physical Education and Health program covers concepts and principles related to developing healthy individuals. Activities are chosen that promote total participation rather than competition. Each class includes a warm-up period designed to incorporate aerobic activity for the promotion of good lung capacity, endurance and heart health. Emphasis is placed on developing good motor skills, movement concepts, skill development, and components of team play. Low impact exercise is taught in order for students to improve their current level of physical fitness. Along with exercise, sport development and cooperative games are all part of the curriculum, to help develop leadership, teamwork and cooperation.

During Health, students study nutrition, see the importance of eating a healthy diet, and gain the knowledge they need to develop a healthy eating pattern for life. Health topics focus on personal health, disease prevention and household safety, in addition to anger management, violence and abuse prevention and units on the harmful effects of alcohol, drugs and smoking.

Spanish is taught daily to all students, beginning in grade 6. The curriculum is designed to give students a basic proficiency in reading, speaking and writing in Spanish. That proficiency is developed through dialogues, games, hands-on activities songs and narratives. Students in grade 6 are introduced to beginning language patterns. Seventh grade students continue to develop proficiency via pattern drills and practice. In grade 8, language development continues in a sequential pattern from the verbal to the written form. Additionally, students are exposed to the multitude of cultures of Spain and the other Spanish speaking countries in Latin America through music, food and literature. St. Joseph School is in compliance with the Blue Ribbon program's foreign language requirement.

2. Reading/English:

At St. Joseph School, Reading is taught using balanced literacy, with a strong emphasis on phonics. The students learn the sounds and letters that are necessary to decode the mysteries of written language and they are then introduced to a wide range of literature and acquire reading fluency at their own rate. The connection between reading and writing is also emphasized. Basic skills are reinforced through numerous activities and writing in response to literature is routinely practiced. All genres of fiction and non-fiction are utilized. Continuing the goal to educate an intelligent, life-long reader, other topics stress a close examination of the individual elements of fiction, including how they operate separately and how they function together.

Leveled and accelerated readers are used for the reinforcement of skills and to meet the needs of all learners. Students still below grade level are given additional time with the instructor or referred for extra help or tutoring after school. In some cases, students may be referred to the State supplied resource teacher, who can supply either small group instruction to reinforce basic skills or in class support. Students are encouraged to read regularly with a variety of classroom incentives. Last year, students in grade 2 read over 1000 chapter books, creating a Reading Train that stretched out the classroom door and around the entire building.

Students strengthen writing skills as they develop mastery of sentence structure, grammar usage, punctuation, capitalization, vocabulary and spelling. They are encouraged to develop their own personal style and voice while using the different writing genres, including expository, essay, narrative, letter writing and research reports. A grade appropriate scoring rubric is used to evaluate student writing and all writings are collected in a literary portfolio. This gives students the opportunity to reflect on their writing and to note strengths, weaknesses, and to set goals for improvement. The writing process, grammar skills and vocabulary skills are interwoven, creating a comprehensive approach to Language Arts.

3. Mathematics:

Mathematics in the primary grades includes the study of basic skills and beginning problem solving, along with concepts of place value, addition and subtraction, time and money. Additional topics include fractions, measurement, the calendar, and simple geometry. Manipulatives and games are used in all concept areas. Multiplication is introduced in grade 2 and mastered through the 5 times table. Problem solving skills are reinforced and learning addition and subtraction with two and three digit numbers is also a part of the curriculum. In grade 3, place value, probability and geometry are also covered. Addition and subtraction, computation with regrouping and problem solving are further reinforced. Once these are solidly in place, multiplication concepts become the focus, followed by division and problem solving techniques that utilize all four mathematical operations. Other topics include decimals, measurement, data, graphs and probability. By grade 4, the focus is on the multiplication and division of two and three digit numbers. Manipulatives and calculators are used to explore the theories on which these concepts are based. The application of multiplication and division to word problems and exercises in estimation are included.

Grade 5 math reviews basic operations and place value theory before moving on to fractions. All math operations are utilized with fractions, improper fractions, and mixed numbers. Manipulatives, calculators, and technology are used to discover and explore these concepts and the application of fractions to word

problems and estimation is also studied. Practical connections are made to emphasize the importance of mathematics in everyday life situations. In addition, the study of graphs and charts reinforces the skills needed to interpret data in other curricular areas.

The Math Curriculum in the Upper School includes Math 6, Math 7, Math 8, Pre-Algebra and Algebra. This includes an extensive study of decimals and percent, as well as topics in Geometry and the basics of coordinate Geometry. Other topics include problem solving using percents, fractions, ratio and proportions and number theory. Pre-Algebra is offered to grade 7 students who exhibit the ability to be successful in a challenging math course. It includes the full range of pre-algebra concepts and skills: working with variables, equation solving, and graphing. Math 8 continues an emphasis on strategies for problem solving, while exploring topics in data analysis, area and volume, algebraic equations, applications of percent and a more comprehensive study of real numbers. Grade 8 students in the Algebra course cover all aspects of working with real numbers applicable to this grade level. The course includes a comprehensive study of polynomials, solving linear and quadratic equations and also introduces the concept of irrational numbers. All courses involve critical thinking activities, cooperative learning and real life applications of the material being presented.

Students performing below grade level are given additional instruction by our own staff or through State supplied resource teachers. Resource teachers provide both small group instruction and in class support. Peer tutors and after school help sessions are also in place.

4. Additional Curriculum Area:

All areas of Science are taught with the common denominator of appreciation, wonder, and fostering a deeper understanding of God's creation around us, emphasizing our commitment to both Catholic values and student achievement.

Science topics in Kindergarten and grade 1 include units on Ocean Life, the Solar System, Recycling, Weather, the Seasons, Nutrition, Life Cycles, Plants and Animals. Real life experiences include students observing the life cycle of caterpillars, culminating in a mass butterfly release. In grade 2, the Science curriculum is divided into four major topics: physical, earth and life science and the Human Body. Students conduct hands on experiments in each topic and use technology to enhance their learning experiences. Students in grade 3 investigate Plant and Animal life and their adaptation to the environment, relationships and ecosystems in balance. Earth Science and its resources, landforms, weather and movement are also covered. The study of Physical Science includes motion and speed, work and machines, the properties of matter and how energy travels. The children are given the opportunity to develop these concepts through observation, experimentation, and several science related projects, all reinforcing respect for the wonders of our world.

Through a combination of observation, discussion, group activity and experimentation, students in grades 4 and 5 explore and examine different areas of physical, earth and life science. Topics such as animals, plants, ecosystems, matter, energy, space, rocks and weather are explored, as well as health and an appreciation of our human body and its systems.

The Science Curriculum in the Upper School uses a laboratory-based approach, which includes hands-on investigations and student self-directed projects on a variety of topics. All students in grades 6 – 8 are instructed in the operation of the compound microscope as well as various measuring instruments such as the triple-beam balance in order to become proficient in utilizing and handling scientific equipment. Grade 6 students study General Science, an integrated course divided into six modules covering earth, life, and physical science, as well as technology and health. Weekly lab activities are conducted by the students in order to apply and further emphasize key concepts outlined in each module. As part of their research, students participate in a school Science Fair, where their work is exhibited and judged. Grade 7 students study Life Science, exploring various organisms and their interaction with other life forms and their environment. They begin their explorations with the basic unit of life, the cell, and continue their in-depth study of the cell's processes, DNA replication and reproduction, and genetics. Students also study the modern classification system, including all five kingdoms, working their way up from single-celled organisms to multi-cellular animals. As part of their laboratory investigations, they conduct the dissection of a variety of organisms, ranging from the earthworm to the frog. Grade 8 students study Physical Science. The year is broken down into two units, one covering Physics and the other covering topics in

chemistry. Their study takes a comprehensive look at what matter is made of and how it behaves through the use of real-life concepts. Major themes that are developed include Newton's Laws of Motion, work and energy, specific heat, and the behavior of solids, liquids and gas. The Physics portion of the course culminates in the design and construction of a small-scale roller coaster, based on the Laws of Motion.

States of matter and their properties introduce the Chemistry portion of the coursework. This is used as background for a detailed study of the Periodic Table of the elements, which includes topics such as chemical symbols and atomic numbers, oxidation numbers, polyatomic ions, identification of compounds and writing chemical formulas.

5. Instructional Methods:

St. Joseph School provides a comprehensive academic program for its students by concentrating on fundamental skills and higher order concepts and learning techniques. The curriculum is based on Archdiocesan guidelines and New Jersey Core Curriculum standards.

Recognition of and provision for the differentiation of the needs and abilities of the students are prime concerns. The school strives to instill a genuine appreciation for life-long learning.

A child's intellectual development begins with the presentation of organized subject matter. Early Childhood is the time devoted to learning through activity and experience. Each child is encouraged and challenged to learn at his/her own pace and ability, while also learning how to function within the structure of a group setting. In the primary grades, the basic skills necessary for future studies are taught in a logical and concrete way. As the student enters the intermediate grades, new concepts are introduced, emphasizing the abstract. Inferential, critical thinking, and decision-making skills are integral parts of the learning process, along with higher order thinking skills and the ability to problem solve.

In order to meet the needs of all learners, classroom instruction includes a variety of techniques, designed to address the variety of learning modalities present in a mixed ability student grouping. Reading includes a combination of basal texts and leveled readers, to reach the student at, above or below grade level. Alternate assessments are provided to the students, which may take the form of oral reports, three-dimensional projects or computer created Power Point presentations. Traditional assessments are also tailored to the needs of individual students who may need a test read to them, rather than taking it solely in writing.

Student learning centers are designed to enhance day-to-day instruction and to meet the intellectual needs of the learner able to move ahead at a faster pace. Activities provided in the centers challenge the imagination and foster independence.

6. Professional Development:

Teachers at St. Joseph School are expected to be facilitators of learning and to continue their professional development in accordance with Archdiocesan and New Jersey State requirements. This process begins with the setting of instructional improvement goals at the start of each year, based on the previous year's testing results. As faculty members, teachers are expected to be Christian role models who demonstrate love and respect for children, and a genuine concern for the student's growth and well being. Teachers are evaluated on how well they meet these criteria.

In addition to instructional improvement goals, each teacher is also asked to set at least one personal goal for the year, relating to their individual class. These goals are discussed with the principal at the beginning of the year and then again at the end of the year to see how well the goal was accomplished.

St. Joseph School, under the direction of the Archdiocese of Newark, formulates a yearly Staff Professional Improvement Plan that is self-directed and customizable to the needs of individual schools. One of the recent tasks the faculty engaged in was a year long analysis of testing scores, their relevance to classroom instruction, and how best to use the results to increase student achievement.

Teachers at St. Joseph School are encouraged to peer mentor. If resources limit the number of teachers who can attend a single session, then the teachers who go return to school to give a mini workshop to anyone else interested. Last year, three teachers attended a workshop that emphasized some creative ideas, skills and techniques for developing better math problem solving skills. These teachers were so

enthusiastic about what they had learned that they immediately set up a work session for the remaining Math teachers and went on-line to find the additional materials they all needed.

Teacher workshops may be attended by one or more teachers, depending on the topic. In-service opportunities also take place during faculty meetings and there is an annual Professional Development day for the faculties of the six schools within our Deanery. This allows for collaboration on the topic at hand, as well as providing the opportunity for teachers to share best practices.

7. School Leadership:

St. Joseph School is a non-profit, Catholic elementary school, governed by the policies and practices established by the school office of the Archdiocese of Newark, New Jersey. The daily operation of the school is under the direct supervision of the principal, in cooperation with the pastor of St. Joseph's Church. There is a School Advisory Board, who works with the pastor and principal in the areas of school finance, strategic planning, and development.

It is the duty of the principal to foster a spirit of true educational partnership among teachers, students and parents that is based on mutual respect and support. Educational and administrative policies are adopted and carried out, and educational programs are evaluated with students' welfare as the key factor at St. Joseph School. In an atmosphere of concern and respect for each individual, the faculty, with the support and encouragement of the principal, aspires to develop in each child a deep sense of personal worth and self-discipline. Students are encouraged to discover their unique talents and to creatively express themselves.

In 2003, the school principal was recognized by both the National Catholic Education Association and the US Department of Education as a National Distinguished Principal. She summarized her views on leadership as follows: "A good leader has the ability to affect the daily life of each person who comes into the school building. You must be organized, resourceful, compassionate, patient and a good judge of character. You must be able to dialogue, multi-task, make tough decisions, compromise and laugh at the small things. You need to be well spoken, have a tough skin, stand by your convictions and realize that learning is a life-long process. You must love what you do and get up every morning ready and happy to do it all over again."

The principal has worked with faculty to develop many new programs over the years and is currently engaged in helping them to develop new ways to integrate technology into day-to-day instruction. As a former Science educator, she also works with faculty to develop lab experiences for the students, believing that Science must be a hands on experience.

In this age of limited financial resources, the principal actively seeks out alternate sources of funding for school programs, including applying for grants or seeking donations from the private sector. These additional funds have supplied the materials the students need to enhance their educational experience and move beyond just the basics.

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

3. What are the 2009-2010 tuition rates, by grade? (Do not include room, board, or fees.)

<u>\$4246</u>	<u>\$4246</u>	<u>\$4246</u>	<u>\$4246</u>	<u>\$4246</u>	<u>\$4246</u>
K	1st	2nd	3rd	4th	5th
<u>\$4246</u>	<u>\$4246</u>	<u>\$4246</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? (School budget divided by enrollment) \$5100

5. What is the average financial aid per student? \$550

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?
1%

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 7%

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: Terra Nova

Edition/Publication Year: 3rd edition 2008 Publisher: CTB/McGraw Hill Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	89	86	83	88	78
Number of students tested	29	30	34	34	43
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES: The schools in the Archdiocese of Newark began using the Terra Nova, 3rd edition in 2008/2009. The Terra Nova, 2nd edition was administered in previous years.					

11PV122

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: Terra Nova

Edition/Publication Year: 3rd edition 2008 Publisher: CTB/McGraw Hill Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	79	86	78	80	73
Number of students tested	29	30	34	34	43
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES: The schools in the Archdiocese of Newark began using the Terra Nova, 3rd edition in 2008/2009. The Terra Nova, 2nd edition was administered in previous years.					

11PV122

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: Terra Nova

Edition/Publication Year: 3rd edition 2008 Publisher: CTB/McGraw Hill Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	84	68	86	73	80
Number of students tested	36	36	34	47	46
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
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STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: Terra Nova

Edition/Publication Year: 3rd edition 2008 Publisher: CTB/McGraw Hill Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	85	70	86	73	80
Number of students tested	36	36	34	47	46
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
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STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: Terra Nova

Edition/Publication Year: 3rd edition 2008 Publisher: CTB/McGraw Hill Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	75	82	65	74	73
Number of students tested	34	39	45	41	42
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES: The schools in the Archdiocese of Newark began using the Terra Nova, 3rd edition in 2008/2009. The Terra Nova, 2nd edition was administered in previous years.					

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STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: Terra Nova

Edition/Publication Year: 3rd edition 2008 Publisher: CTB/McGraw Hill Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	76	80	76	82	82
Number of students tested	34	39	45	41	42
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
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STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6

Test: Terra Nova

Edition/Publication Year: 3rd edition 2008 Publisher: CTB/McGraw Hill Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	72	60	72	72	71
Number of students tested	37	48	38	50	49
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
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STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6

Test: Terra Nova

Edition/Publication Year: 3rd edition 2008 Publisher: CTB/McGraw Hill Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	83	75	76	79	75
Number of students tested	37	48	38	50	49
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
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STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 7

Test: Terra Nova

Edition/Publication Year: 3rd edition 2008 Publisher: CTB McGraw Hill Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	70	81	76	75	73
Number of students tested	47	39	49	53	43
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
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11PV122

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 7

Test: Terra Nova

Edition/Publication Year: 3rd edition 2008 Publisher: CTB/McGraw Hill Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	79	78	81	81	81
Number of students tested	47	39	49	53	43
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
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