

PART I - ELIGIBILITY CERTIFICATION

11PV135

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

11PV135

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: 4

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	46	37	83		6	8	21	29
K	30	18	48		7	16	16	32
1	14	15	29		8	15	23	38
2	11	15	26		9	0	0	0
3	11	14	25		10	0	0	0
4	14	16	30		11	0	0	0
5	18	23	41		12	0	0	0
Total in Applying School:								381

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
3 % Asian
4 % Black or African American
6 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
86 % White
1 % 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: 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, 2009 until the end of the school year.	2
(2)	Number of students who transferred <i>from</i> the school after October 1, 2009 until the end of the school year.	1
(3)	Total of all transferred students [sum of rows (1) and (2)].	3
(4)	Total number of students in the school as of October 1, 2009	371
(5)	Total transferred students in row (3) divided by total students in row (4).	0.00
(6)	Amount in row (5) multiplied by 100.	0

8. Percent limited English proficient students in the school: 0%

Total number of limited English proficient students in the school: 0

Number of languages represented, not including English: 0

Specify languages:

9. Percent of students eligible for free/reduced-priced meals: 0%
 Total number of 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-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 5%
 Total number of students served: 18

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>1</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>10</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>8</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>0</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>1</u>
Classroom teachers	<u>19</u>	<u>5</u>
Special resource teachers/specialists	<u>3</u>	<u>7</u>
Paraprofessionals	<u>0</u>	<u>8</u>
Support staff	<u>6</u>	<u>6</u>
Total number	<u>30</u>	<u>27</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: 18:1

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%	97%	96%	96%
Daily teacher attendance	97%	98%	98%	98%	98%
Teacher turnover rate	3%	5%	11%	8%	9%
High school graduation rate	0%	0%	0%	0%	0%

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

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%

MISSION STATEMENT

The Mission of Holy Trinity Interparochial School, a faith based community, is to educate our students to actualize their full, individual potential both spiritually and academically, while adhering to the tenets of the Roman Catholic Church. This will enable them to become responsible members of their families, high schools, churches and communities, in an ever changing world.

Holy Trinity Interparochial School is a religious and educational resource serving local communities since 1916. In 1991, the parishes of St. Helen, Our Lady of Lourdes and Holy Trinity configured under co-sponsorship. The school site remained at Holy Trinity while the governance was shared by the three pastors. The Mountainside Campus of Holy Trinity Interparochial School opened in September 2002, in an existing building at Our Lady of Lourdes. This early childhood center offers a variety of pre-kindergarten programs and a full day kindergarten. Operating under the auspices of the Newark Archdiocesan School Office, the school emphasizes the values of the Catholic faith and continually seeks to build a faith community where priests, parents, parishioners, students, faculty, and staff share a common concern for the spiritual and educational growth of each individual.

Holy Trinity Interparochial School is committed to excellence in education. The students' personal conduct, their relationship with others, their attitudes, their values and goals are interwoven in their education. The school is at the service of the community and at the same time is being formed by it.

At Holy Trinity, the staff is committed to instructional programs that acknowledge the students' dignity and individuality. It seeks to provide a systematic growth of knowledge and skills to prepare wholesome, productive members of society. In a Christian environment, Holy Trinity utilizes both traditional and innovative teaching methods, so that the students receive the best from each. While basics are stressed, there is ample opportunity for the "new" and "untried". Individual differences are identified and met to enable each child to uphold a positive self-image and to work to his or her potential, to acquire scholastic competence, and to develop the skills and disciplines to prepare them for higher education.

Holy Trinity continually strives to benefit the communities that it serves by expanding its preschool programs, providing before and aftercare for all students through grade eight, offering a full-service cafeteria at the Westfield Campus, and extra-curricular activities such as: drama, golf and science clubs, forensics, study buddies, and school-sponsored sports. It is paramount for the school to recognize the needs of students, parents, and community in order to develop these programs. The knowledge of the population of the community and its demographics makes the process of developing appropriate programs more realistic.

Holy Trinity's emphasis is on a strong academic foundation, service projects, and participation in extra-curricular activities. It prepares students for the challenges of the 21st Century. The full-time staff is augmented by auxiliary personnel and affords the opportunity for wide and varied experiences in education. Students advance according to the level of their abilities and are continually evaluated.

The students' high level of academic achievement can be attributed to an adherence to basic skills complemented by resource programs and enrichment. Reading and writing are a major focus throughout the grades, especially in the primary grades where a large percent of the school day is dedicated to this pursuit. Students continue to advance as they progress through the grades. This holds true in mathematics as well. Basic skills are taught or reviewed at every level, and students are expected to utilize these skills in solving multi-step and high level thinking and analysis problems.

Holy Trinity students are achievers. They participate in contests and competitions sponsored by the local community or organizations. For almost forty years, eighth grade students have participated in a regional high school's Scholastic Olympics Tournament, in which over 200 eighth grade students compete in nine

academic disciplines. Holy Trinity has traditionally ranked among the first three placed teams. This year, 2010, was the eighth time that Holy Trinity took first place.

Holy Trinity students are also rooted in both spiritual and temporal traditions. The school participates in a Living Rosary in the fall and the May Crowning in the spring to honor the Blessed Mother. Bi-annually, the students take part in the St. Jude's Math-a-thon, having raised over \$114,000.00 to date. A school-wide Evening of Art and Music is held each spring, and a highlight of the school year is an annual Ethnic Festival. The school also participates in a monthly tag day to raise funds for charitable organizations.

With few exceptions, Holy Trinity graduates are accepted into the private high schools of their choice. Many of the applicants are placed in advanced or honors classes and later move on to AP classes. The area high schools keep the school informed of students' status each marking period.

This summary and the following reports reflect the high quality of education offered by Holy Trinity Interparochial School, a school worthy of National Blue Ribbon School recognition.

1. Assessment Results:

The Office of the Superintendent of Schools for the Archdiocese of Newark requires the administration of the TerraNova standardized test to all elementary students in grades one through seven on an annual basis. The tests measure academic attainment and provide valid and highly reliable comparisons of achievement. The TerraNova, Third Edition covers the main content areas of reading, language arts, mathematics, science, and social studies. Five additional supplemental tests are included in testing grades one, two, four, and six: word analysis, vocabulary, language mechanics, spelling, and math computation. Grades three, five and seven are given the multiple assessment form of the TerraNova. Response items on the test require students to create their own answers by writing paragraphs or drawing a graph or model. Grades two, four, six, and eight are given a complete battery exam. The InView Test of Cognitive Skills is administered to students in grades two through seven. The InView test provides highly reliable cognitive ability information.

Utilizing the National Percentile (NP) of the Mean Normal Curve Equivalent (MNCE) Blue Ribbon cut off scores for TerraNova, it's evident that the students demonstrated a high degree of mastery. An analysis of seventh grade math and reading scores for 2010 indicate that the average scores of 83% in math and 82% in reading are well above the cut off scores of 70% in math and 69% in reading. Although these scores are a reliable indication of how well our students are progressing in school, additional information such as classroom work, evaluations, and assessments are also essential in measuring overall student performance.

Over the past five years, seventh grade mean scores in math have ranged from 73% - 89%. During the same time period mean reading scores have ranged from 77% to 84%. Grade levels three through six have also averaged above the annual cut off scores. These results are equal to, or exceed, the national student percentile equivalent for the 85% school percentile in column two for both math and reading. This evidence supports the contention that the school's TerraNova scores place it in the top fifteen percent of all schools nationally.

Beginning with the spring 2009 test administration, the Archdiocese of Newark opted to move into the newer assessment, TerraNova, Third Edition. Subsequently, a slight decline in math scores for grades four, six, and seven occurred that year. This could be attributed in part to the introduction of a revised standardized test which emphasized increased utilization of higher order thinking skills. A similar decline was also noted in reading scores for grades three, five, and seven during the same year. However, in 2010 average scores rebounded to former mastery levels.

2. Using Assessment Results:

In the content area of reading, the knowledge, skills, and abilities assessed include, but are not limited to: comprehension, identifying passage details, drawing conclusions, and making predictions. Most vocabulary presented is on grade level and challenging words are supported by context clues. In the content area of mathematics, the knowledge, skills, and abilities include, but are not limited to: mathematical concepts to solve real world problems, using standard and non-standard units to measure various attributes, estimation, recognizing symmetrical and congruent figures, and constructing, reading, and interpreting graphs. Testing all grade levels at the same time each year, allows the school, teachers, and parents to track growth over time.

The Holy Trinity Interparochial School administration has established faculty curriculum committees, headed by a coordinator, to oversee curriculum planning, development, and evaluation. Each year these committees assess the TerraNova test results to determine curriculum effectiveness in terms of student

performance on an individual, class, and school basis. The annual analysis of the test results by the faculty is utilized in educational planning and can help identify the strengths and weaknesses in various academic areas. This provides procedures for revision and refinement of specific subject matter.

Teachers regularly conference with individual students to discuss test results and help them identify the knowledge and skills they have mastered and still must attain. In their discussions, faculty members first point out specific skills and concepts in which the student performed well. This is usually followed by a conference regarding student's weaknesses. Students are always given the opportunity to respond and question in a positive manner. The end result of the teacher-student conference is the establishment of some instructional goal or goals to be addressed in the future. Parents and/or guardians can become more involved in their child's educational experiences if they are kept informed of the child's personal conference with his/her teacher.

Combining TerraNova information with classroom assessments and class work, teachers can identify a student's potential strengths and needs in the content areas of the curriculum. A plan of action is also developed to address specific recommendations for support services if necessary. Test scores are used to determine placement in mathematics and language arts courses. Many students who demonstrate excellent ability in the mathematics portion of the TerraNova are placed in advanced math classes.

Testing information is used to determine what instructional materials should be purchased by the school. Staff development and in-service activities help faculty improve specific areas of instructional weakness. Parents can monitor their child's progress through trimester progress reports and report cards.

3. Communicating Assessment Results:

Communicating student performance to parents is essential, since it is our belief that strong parental support and understanding lead to better student achievement and a stronger school.

To ensure that our parents are fully informed and, therefore, able to participate in their children's successes and help with their struggles, the following practices have been instituted:

- The Power School program allows parents of students in grades 4-8 to view updates regarding student performance on tests and other assignments.
- Hard copy "Progress Reports" are sent to parents at the midpoint of every marking period. These reports show the student's average in each subject as well as detailed, individualized comments by the teacher in each major subject.
- Report cards are generated for grades 1-8 by the Power School program.
- The Assistant Superintendent of Curriculum from the Archdiocese has presented detailed explanations and analysis of TerraNova scores at a Home School Association meeting. School-wide, class-particular, and individual scoring was explained in a Power Point presentation followed by a question and answer session.
- The principal informs Home School Association parents annually about the school's TerraNova test scores. The assistant principal has addressed this group in an effort to help parents better understand these results.
- TerraNova Home Reports are sent to parents each year.
- An annual State of the School Report that includes information about TerraNova scores is prepared each year and is published on the school website. The test results are shown in numerous graphs broken down by subject and grade.

- Individual teachers use various forms of “test folders” that require parents to indicate by their signatures that they have reviewed their child’s tests and assignments.
- Formal parent teacher conferences are held after the distribution of the first report card.
- Teachers are available before and after school for scheduled and/or unscheduled conferences with parents. Many hold evening phone conferences, if it is more convenient for the parents.
- All teachers disseminate their school email addresses and check them regularly.

By following the above practices, a working relationship with parents has been built, thereby helping all students live up to their greatest potential.

4. Sharing Success:

Teachers from Catholic schools in the surrounding area meet annually at a Professional Development Day and participate in a breakout session centered on either grade or subject area. This gives our educators the opportunity to discuss a topic and bring school policy into the conversation. At other times teachers bring successful lesson plans to be distributed and analyzed for creatively meeting the children’s needs.

Teachers have exchanged e-mail addresses according to subject taught and grade level as an avenue for support and mentoring. Experienced educators share valuable information. Plans for individual grade teachers to assemble after school have been initiated. The administrator also shares success with other administrators at deanery meetings.

A weekly report of activities occurring within the school is published as a marketing tool in the bulletins of the three co-sponsoring parishes. Announcements of achievements are published weekly on the school website, and teachers share information with the public at several open house sessions during the year. The marketing committee highlights activities and achievements in the local and Catholic newspaper, *The Advocate*.

As a Middle States accredited school, some of our teachers have participated as peer evaluators on boards. Some strategies have surfaced as examples of implementing a goal. Experienced teachers have also mentored student teachers and modeled beneficial activities to be imitated. A mentoring teacher will help an inexperienced teacher gain ground by sharing weekly plans for continuity within the grade.

The students of Holy Trinity participate in the Johns Hopkins Talent Search, Congressional Youth Leadership Council, Scholastic Olympics, National Geographic Geography Bee, and the Catholic Challenge of the Archdiocese of Newark. The students also publish the Trinitarian annually. It is composed of drawings, essays, and poetry from across the grades. The eighth grade prints a newspaper quarterly, and our fine arts department sponsors an exhibit of work from kindergarten through eighth grade.

The entire school sets the tone for the Christmas and spring seasons with two music concerts, while the Drama Club produces two plays yearly. Developing all aspects of the child, the sports program includes volleyball, basketball, softball, track, and cross-country seasonally. The scouting program, for both girls and boys, helps foster service projects and Christian value development. An active student council also enhances these areas.

The Superintendent of schools periodically visits the school. The Assistant Superintendent visits the school at least once a year, observing the faculty in action, meeting and dialoguing with students and parents, marking progress in all educational areas.

1. Curriculum:

Students are educated daily in a community equally devoted to the spiritual and educational growth of each individual. In addition to homeroom teachers, the staff includes a full-time resource teacher, a physical education teacher, computer teacher, librarian, two art teachers, and four foreign language teachers, as well as six part-time aides.

All subjects are taught using methods that awaken in the students a sense of wonder and provide them with opportunities to awaken their imaginations. Various educational techniques are employed and classrooms are equipped with audio-visual equipment and Smart Board technology.

Religion, as an integral part of the curriculum, is taught daily and permeates all aspects of everyday school activities. Students plan and participate in liturgies and experiences that give positive expression to their faith.

Students are expected to demonstrate growth, especially in reading, mathematics, and English, our core curriculum, as well as in social studies and science. Consideration is given to individual student abilities when planning courses, reinforcement, and enrichment. Periodic re-evaluations are made by faculty and administration to determine effectiveness.

A literacy program based in various genres of reading material is taught in the lower grades. Literature, both classic and contemporary, is incorporated into the upper grade reading programs. Reinforcement of skills and enrichment are provided on all grade levels with the use of text and supplemental materials designed to capture student interest and maximize learning.

Critical thinking, problem solving, and application are stressed along with mastery of basic operations in the math program from kindergarten through grade six. In grades seven and eight students have the opportunity to take classes in pre-algebra and Algebra I if they meet eligibility standards.

English is another area of concentration. A strong foundation in grammar and mechanics is the key to a successful English program. By placing importance on grammar, students develop a deeper understanding of the English language. In recent years an emphasis has been placed on writing across curriculum. This has resulted in stronger writing development throughout the grades.

The school library supports and enhances the curriculum in all areas. It addresses the recreational reading needs of the students and assists them in learning to use all the technology available in the library, a necessary and integral part of creating lifelong learners. Wireless Internet access is also available school-wide to encourage further researching capabilities.

Many interdisciplinary approaches are used which enhance the academic areas of science and social studies. The study of science begins with hands-on experiences in preschool and builds to the use of the scientific method of problem solving and a study of earth, life, and physical sciences in our fully equipped science lab. The discipline of social studies begins in kindergarten with a focus on community; it then builds to include geography skills and world cultures. It culminates in a comprehensive two year study of American history. Students are also made aware of the political and social issues of the world around them through their interactive discussions of current events.

Holy Trinity School is in compliance with the program's foreign language requirements. Students are introduced to foreign language as early as pre-kindergarten. Students in the early grades are introduced to Spanish in a fun and interactive way. In the upper grades students are offered both French and

Spanish. Learning is accomplished in a more disciplined manner using text and various supplementary materials. Study of foreign language is enhanced by guest speakers, field trips, and interactive activities.

Holy Trinity maintains a fully equipped computer lab as well as a video production studio. All students take formal computer classes once a week; classroom teachers also take advantage of the many offerings in the lab and production studio. Each classroom is equipped with two computers for student use; many teachers have also been provided with laptops to enhance the use of the Smart Board technology in the classroom.

Education in the area of the fine arts enables students to appreciate and respond to the beauty of God's world as well as works crafted by artists. Students are offered the potential for meaningful interactions with both art and music. Classes are held weekly in both disciplines. Instrumental music is offered to students who wish to participate. Students may also participate in the school's Drama program. Age-appropriate plays are presented twice a year affording our students the chance to enhance their educational experience through the performing arts.

Finally, students are encouraged to maintain and improve their personal fitness levels under the guidance of a certified teacher. Weekly classes in physical education or creative movement are offered to all students. Children learn to develop physical skills, healthy life skills and work cooperatively with classmates by displaying good sportsmanship in games and activities. Participation in competitive sports teams is also offered, supervised by certified parent/coaches in basketball, volleyball, softball, and golf.

2. Reading/English:

Holy Trinity Interparochial School's reading curriculum promotes an innovative integrated approach to building literacy. This integrative model was developed to capture student interest and develop familiarity with and mastery of a variety of literary genres. Students spiral upwards through the curriculum, first mastering phonics, vocabulary and reading comprehension, then later interpreting and analyzing great literary works. As students progress, they engage in a variety of activities, such as poetry composition, journal writing, character studies, film, theater, historical and nature exhibits, and community outreach.

In grades K through 3, teachers incorporate an anthology and trade books as the central part of the curriculum. Students work with computer programs and a Smart Board to build reading skills and thereby acquire knowledge of many subjects. Students explore fiction and non-fiction material. This integrated methodology facilitates critical thinking and comprehension skills, the versatile use of grammar and vocabulary, and the ability to predict, make inferences, and draw conclusions.

Students in grades 4 through 6 build their vocabulary and refine their critical reading and comprehension skills. An anthology, trade books, computer software, and a Smart Board are again at the curriculum's core. Students encounter a wide array of literary genres. Novels are introduced in grade 4 as a vehicle for students to develop their reading skills while contemplating personal issues such as friendship, love, honesty, morality, and social issues. Students in grade 5 begin reading plays and performing dramatic interpretations.

Students in grades 7 and 8 follow a curriculum which is literature based with continuing emphasis on vocabulary development and reading comprehension. A literary anthology is supplemented with classic and contemporary novels and plays. Computer programs and computer technology continue to be employed. Students relate to literature in multiple ways, including critical writing, expository and creative essays, and performing as well as watching live dramatic and film adaptations of literary works. Exposure to literature in various forms enriches students' understanding of, and appreciation for literature, preparing them for higher-level study.

Students who require special attention in the classroom receive individually tailored assignments, assistance from classroom aides, materials and computer programs for monitoring vision functions, identification and articulation of phonetics, and reading comprehension. Students also receive directed

peer support. A full-time teacher in the resource room is available for replacement or supplemental help. Occasionally, teachers recognize the need for outside evaluation or assistance from a speech and language therapist.

3. Mathematics:

Holy Trinity's mathematics program prepares students for the challenges in an ever-changing world. Its students must develop skills leading to successful achievement at every level, to think, reason, and solve problems. They are given the necessary tools in the form of textbooks and technology. These tools were carefully chosen. They follow the guidance of the NCTM Principles and Standards, Instructional Best Practices, and the Archdiocesan Curriculum Guidelines. Along with emphasis on basic skills, the primary texts promote hands on activities based on conceptual understanding. This is continued into the intermediate and middle school levels with activities that increase this understanding while incorporating new, key concepts.

Holy Trinity Interparochial School is committed to improving problem solving strategies and skills and the development of mathematical reasoning. There is active engagement in tasks meant to deepen the students' knowledge in an effort to make connections and transfer math skills to the next level. It is recognized that some students may not master essential math topics on cue. Teachers may see a need for intervention and support for these students. Conversely, other students may be able to move at a faster pace. Differentiated instruction is incorporated into the math program. Various formats, such as leveled problem solving and related strategies, are employed.

The school makes every effort to individualize to the degree possible, instruction for the benefit of all students. Various teaching formats, problem solving strategies, ways of thinking and analysis can often be accomplished in an inclusive class setting. Additionally, teachers are able to diagnose student difficulties and select activities for intervention in a resource room setting.

Teachers incorporate reading and writing skills techniques into the math curriculum to help students better understand and solve word problems. These help students to develop the ability to verbalize conclusions.

Students in grades five through eight are grouped according to individual ability in mathematics. The 7th grade students may be placed in one of two levels (grade level, pre-algebra) while in 8th grade, the placement is in one of three levels (grade level, pre-algebra, or Algebra I). In all situations, grades 5-8 resource room replacement math classes are an option.

It is recognized that children's stages of development vary. The students are periodically reevaluated and reassigned to a class that will best benefit them. Holy Trinity Interparochial School engages, supports, and challenges its student body.

4. Additional Curriculum Area:

The Social Studies Curriculum of Holy Trinity Interparochial School is outlined by the 2009 Curriculum Guidelines of The Archdiocese of Newark. These guidelines call us to enable students to become upright citizens who embrace Catholic traditions, values, and ethics. The school's mission statement clearly defines our desire to enable students to become responsible members of their families, high schools, churches, and communities. Through social studies instruction, the students are provided with foundational knowledge about their country and world. Students are encouraged to acquire the skills and attitudes necessary to make positive contributions within a democratic society. The Archdiocesan guidelines clearly define instructional goals in the areas of history, geography, economics, and civics for every grade level.

Social studies instruction in grade one focuses on the family. Students explore their own heritage, while being introduced to the cultural diversity within the United States. In grade two students learn about the roles and responsibilities of people within their communities. They recognize that the United States is but one of many world nations while practicing map and globe skills. Third graders explore community life, past and present, across the United States. Problems of prejudice and discrimination are discussed, while tolerance and respect for different religions and cultures are fostered. Environmental stewardship is encouraged through Earth Day activities. Fourth grade instruction concentrates on the regions of the United States and the history and geography of New Jersey. Our country's fundamental governmental principles and documents are explored.

The fifth grade curriculum completes and expands the regional study of North and South America. Native cultures of both continents are studied. Exploration, colonization, and the struggles for independence in Canada, Mexico and the United States are discussed. Sixth grade students examine the geography, history, culture, religion, economic and governmental systems of selected ancient and modern world cultures. An annual ethnic festival is a highlight of sixth grade. Students in seventh and eighth grade engage in a two-year study of United States history. They examine the struggle for full civil rights for all Americans, and they learn about the Holocaust. Civics and current events are stressed.

Students in grades five through eight also participate in student council. The entire student body is invited to take part in outreach, fundraising and service projects sponsored by the council. Through these and other experiences, students have many opportunities to learn about, and respond to, the needs of others.

5. Instructional Methods:

The teachers of Holy Trinity Interparochial School use differentiated instruction to be of service to all students. Accommodations are provided for students particularly in mathematics, reading, and writing. Learning levels may represent advanced, enriched, regular, and supportive small groups. Individual Student Plans (ISP's) are implemented in the classroom with pace and content adjusted to meet those needs. Use of Resource Room and classroom aides provide individualized instruction where needed. Teachers vary ways students work, either individually or within groups.

From Pre-K to eighth grade, lessons incorporate manipulatives, teamwork, use of Smart Board technology, audiovisual materials, demonstrations, cooperative learning, and address multiple intelligences. Many teachers incorporate learning stations into their lesson plans. Students are able to choose activities that are appropriate for their learning styles. Learning stations allow them to practice newly honed skills, reinforce skills previously learned, and demonstrate their creativity.

Many styles of assessment strategies are incorporated by teachers. Students demonstrate their understanding of concepts within class projects, oral presentations, portfolios, technological presentations, artistic representations, traditional written tests, and through teacher observations.

Overall, the teachers of Holy Trinity Interparochial School encourage self-motivation and strive to foster self-confidence within their students. Personal achievement is paramount. Some methods of instruction include, but are not limited to:

- Modified instructional methods and/or materials process
- Pacing of lessons
- Individualized instruction
- Small group resourcing
- Visual information
- Outlines/notes/study guides
- Parent communication

- Preferential seating
- Extended lessons
- Supplemental assignments via written and/or technological enrichment
- Worksheets
- Graphic organizers/rubrics
- Extended time for classwork and assessments
- Cooperative learning
- Student choice assignments
- Peer teaching/middle school to grade school mentoring
- Visual and verbal cues
- Audio recordings
- Use of Multiple Intelligences

With these varied methods of instruction, teachers from Pre K to Grade 8 are able to isolate and develop needed skills for students who are more challenged, and challenge students who need more acceleration. A balanced education, with excellence as the goal, is provided for all. With the Holy Trinity Interparochial School mission as their focus, teachers meet students where they are and guide them to their next levels of achievement.

6. Professional Development:

Through budgetary contingencies, grants, and government funding, Holy Trinity Interparochial School arranges speakers to come for workshops to instruct across grade levels on topics such as: Differentiated Instruction, Use of SMART boards, Power School, Active Learning, Flexible Grouping, Working with Children with ISP Classification, Increasing Student Motivation, The 3 Pillars of Classroom Management & Student Behavior Guidance, etc. This enables teachers from Pre-K classes to 8th to experience the same input and then compare commonalities despite the grade differences.

As a cluster within the diocese, schools gather to experience Professional Development Days centered on a national, regional, or sometimes local expert known to vary the outlook, challenge the thinking and engage the audience in focusing “out of the box”. Given the opportunity, individual grades or groups exchange thoughts on the topic. These teachers share their school’s policies and discuss different approaches to the subject with their colleagues.

Working with the Westfield Public School District, Holy Trinity teachers are invited to participate, according to space available, in the professional development opportunities offered by the district.

The Archdiocesan School Office also publishes upcoming workshops, assemblies, outings, and speakers available according to the teachers’ interests. Members of the Archdiocesan Office have also spoken at Home & School Association meetings about standardized tests and curriculum.

Teachers have individually researched topics and speakers that are available to local areas and have taken advantage of this expertise. Some have engaged in summer seminars for middle school teachers at an Archdiocesan high school as well as educational travel opportunities involving teaching. A symposium on Holocaust education offered by the American Society for Yad Vashem afforded teachers the opportunity to experience the personal sharing of a survivor, and to explore curriculum ideas to foster student understanding. Others attended a course in prejudice reduction at Kean University. All of the above opportunities have influenced the teachers in positive ways and improved their instructional methods. By broadening their outlooks, both teachers and students learn; all have benefited.

Utilizing educational opportunities, our curriculum coordinators work with others in the subject or grade area to survey problem points and pave the transition from one level to another. This prevents repetition and omission in subjects. Some teachers have team taught to share materials, expand knowledge, and engage the students in deeper discussion.

7. School Leadership:

The leadership of the school reflects its philosophy and mission. It is composed of three pastors, a principal, a vice-principal, and a director of the early childhood program. The principal directs the developing and maintaining of the religious nature and faith community of the school by daily prayer, monthly liturgical services, and implementing prayer services. The director organizes para-liturgical services for the early childhood program. The pastors provide assistance with a scheduled monthly Mass and seasonal Reconciliation. They also add support to the administration. An appointed Religion Coordinator also facilitates religious activities and plans for retreats during Catholic Schools Week. The principal delegates responsibility to curriculum coordinators who monitor the New Jersey State Curriculum Standards and the requirements of the Newark Archdiocese. These teachers conduct meetings to review the continuity of the curriculum, assessment of textbooks, and the placement of students in honor classes. Activities are also encouraged between grades, and in subject areas, for students to use their diverse talents and feel a sense of accomplishment.

Teacher evaluation is shared with the vice-principal and director. Informal walk-throughs, formal evaluations, and written reports twice a year keep all on target and encourage student achievement and diverse instruction. A well-balanced classroom engages both the student and teacher.

The principal encourages professional development experiences that will broaden the teachers' use of cooperative learning strategies, technology and differentiated learning. It is necessary to reach each child on his or her own level. Scheduling departmental classes in the upper grades provides for expertise in selected areas and diverse experiences for the students before high school. Grade partners, working together, also increase the exposure of students to more diversified academic content.

Hiring new teachers, expanding programs, and implementing interaction between campuses is shared by the principal and director. At joint monthly faculty meetings for planning, clarification, and discussion, teachers share their opinions, insights, and observations. These are all considered in policy making. The school advisory board members also have input. This board and the pastors are the major financial planners for the school budget.

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>\$5400</u>	<u>\$5400</u>	<u>\$5400</u>	<u>\$5400</u>	<u>\$5400</u>	<u>\$5400</u>
K	1st	2nd	3rd	4th	5th
<u>\$5400</u>	<u>\$5400</u>	<u>\$5400</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) \$5685

5. What is the average financial aid per student? \$1325

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?
0%

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 57%

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: TerraNova

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	79	77	79	70
Number of students tested	32	36	31	35	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
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: TerraNova, 2nd Edition was administered in preceding years.					

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STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: TerraNova

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	81	75	81	74	76
Number of students tested	32	36	31	35	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
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: TerraNova, 2nd Edition was administered in the preceding years					

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STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: TerraNova

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	68	74	77	76	73
Number of students tested	36	25	33	48	42
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
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: TerraNova, 2nd Edition was administered in the preceding years.					

11PV135

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: TerraNova

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	83	78	82	84
Number of students tested	36	25	33	48	42
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
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: TerraNova, 2nd Edition was administered in the preceding years.					

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STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: TerraNova

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	81	83	80	79	77
Number of students tested	29	29	45	31	39
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
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: TerraNova, 2nd Edition was administered in the preceding years.					

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STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: TerraNova

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	80	79	83	84	87
Number of students tested	29	29	45	31	39
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					
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: TerraNova, 2nd Edition was administered in the preceding years.					

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STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6

Test: TerraNova

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	80	70	76	85	80
Number of students tested	28	44	30	35	41
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
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: TerraNova, 2nd Edition was administered in preceding years.					

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STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6

Test: TerraNova

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	76	73	80	80
Number of students tested	28	44	30	35	41
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
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: TerraNova, 2nd Edition was administered in the preceding years.					

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STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 7

Test: TerraNova

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	76	88	89	73
Number of students tested	35	31	33	31	48
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
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: TerraNova, 2nd Edition was administered in the preceding years.					

11PV135

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 7

Test: TerraNova

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	82	77	84	79	78
Number of students tested	35	31	33	31	48
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
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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