



# PART I - ELIGIBILITY CERTIFICATION

11PV146

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

11PV146

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: Urban or large central city

4. Number of years the principal has been in her/his position at this school: 6

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	0	0	0		<b>6</b>	15	19	34
<b>K</b>	29	24	53		<b>7</b>	13	17	30
<b>1</b>	34	26	60		<b>8</b>	15	15	30
<b>2</b>	23	25	48		<b>9</b>	0	0	0
<b>3</b>	14	18	32		<b>10</b>	0	0	0
<b>4</b>	15	15	30		<b>11</b>	0	0	0
<b>5</b>	14	20	34		<b>12</b>	0	0	0
<b>Total in Applying School:</b>								<b>351</b>

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
89 % Asian  
1 % Black or African American  
1 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
3 % White  
6 % 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.	2
(3)	Total of all transferred students [sum of rows (1) and (2)].	5
(4)	Total number of students in the school as of October 1, 2009	266
(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: 23%

Total number of limited English proficient students in the school: 99

Number of languages represented, not including English: 1

Specify languages:

Chinese

9. Percent of students eligible for free/reduced-priced meals: 45%  
 Total number of students who qualify: 156

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: 3%  
 Total number of students served: 11

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>1</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>0</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>9</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>1</u>	<u>0</u>
Classroom teachers	<u>12</u>	<u>0</u>
Special resource teachers/specialists	<u>2</u>	<u>3</u>
Paraprofessionals	<u>6</u>	<u>0</u>
Support staff	<u>5</u>	<u>0</u>
Total number	<u>26</u>	<u>3</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: 27:1

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	97%	95%	98%	98%	99%
Daily teacher attendance	97%	96%	98%	97%	98%
Teacher turnover rate	9%	0%	10%	10%	20%
High school graduation rate	%	%	%	%	%

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

**NOTE:** At the end of the 2005-2006 school year, two of the ten full time teachers (20%) left the school. One started a family and the other relocated to her home state.

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	_____ %
<b>Total</b>	<b>_____ 0%</b>

Transfiguration School is a vibrant element of the culturally diverse heart of Lower Manhattan and has been an educational beacon for generations of new Americans. Located in the center of New York's Chinatown, Transfiguration School is part of a neighborhood mosaic that includes Little Italy, artsy Soho, Wall Street and the once-Bohemian Lower East Side.

For more than 175 years, Transfiguration School has proudly educated students representing the many different cultures that enrich the neighborhood. Its success is built on its unwavering commitment to provide a challenging, high-quality academic experience in a warm, family-oriented environment infused with the teachings of the Catholic faith.

Transfiguration was founded as a free school for immigrant children in 1832, by Father Felix Varela, himself an immigrant from Cuba. By remaining faithful to the vision and legacy of its founder, the students, faculty and parents at Transfiguration School embody and celebrate the cultural traditions and core beliefs of the community.

Today, Transfiguration serves a predominantly Chinese population, almost half of whom are eligible for free or reduced-price lunches. The school's strong Catholic identity complements a traditional cultural respect for education and achievement. Students are encouraged to work to their fullest potential and strive to become independent, thoughtful, faith-filled adults. A nurturing atmosphere supports intellectual curiosity, develops confidence, celebrates accomplishments and values service to others.

In keeping with the welcoming nature of Catholic education, Transfiguration School is open to all children in the community, regardless of their religious affiliation. Parents seek the structured, values-oriented educational experience that has launched thousands of graduates into responsible young adulthood. They also appreciate the way Transfiguration's curriculum and activities weave cultural traditions such as Chinese New Year into the classroom experience. The core curriculum is enriched with Chinese dance, music, and cultural studies.

Despite the strained economy and the local availability of a strong public school district, a Transfiguration School education remains a high priority for families in Lower Manhattan. Enrollment grows every year. During the last three years, Transfiguration has increased from one class per grade level to two in Kindergarten, first and second grades. Transfiguration has also expanded into three separate buildings, all within walking distance of each other in a busy urban neighborhood. The expansion created more space for art, a computer lab and advanced math classes in grades 5 through 8. In the next few years, Transfiguration School plans to create a science lab, a school library and gymnasium and offer two classes per grade level in more grades.

The Transfiguration School community includes students, faculty, families, alumni and neighbors. Each makes a unique contribution to the rich educational experience offered to every child.

During the school day, Transfiguration students in grades 4, 5 and 6 manage the bookstores, are teacher's assistants, safety patrol monitors and lunch monitors. Third to eighth grade students are also altar servers at Transfiguration Church adjacent to the school. Students participate in community projects that raise awareness and funds for others, including destitute teenagers, children in war-torn countries, veterans and those who do not have enough to eat.

This year, the school's first Family Fair Day was held on November 13. It was sponsored by local businesses and municipal agencies to bring Transfiguration families together to foster community. The event's focus was on service and keeping Chinatown "green and clean."

Transfiguration School is known locally for a dedicated staff that is committed to the academic, spiritual and personal growth of each student. The faculty is an accomplished, collaborative group that models and fosters trust and encouragement. Teachers respect the role of parents as the first educators of their children and reinforce the values of faith, respect, trust and cooperation taught at home. They lead by example and cultivate an atmosphere that is safe, organized and disciplined. Teachers help to discover and develop each child's many gifts and talents.

Every family belongs to the Transfiguration Home School Association (HSA), a visionary group which supports the school's mission to provide excellent education by pursuing creative opportunities for fundraising and growth.

Thanks to its long and storied presence in the neighborhood, Transfiguration School has a dynamic and generous alumni association that has helped the school to thrive and grow. It also benefits from an advisory board of business, education and community professionals with a demonstrated interest in sustaining high-quality education in Chinatown.

Transfiguration School is a bright light in New York's Chinatown. By applying the timeless message of Jesus Christ to a rigorous academic program, and delivering it in a safe, respectful atmosphere, Transfiguration has successfully prepared generations of immigrant children for the challenges of the contemporary world. Now in its 178<sup>th</sup> year, Transfiguration School remains committed to helping its students grow and develop into well-educated, confident young adults, equipped for life in New York City and beyond.

## 1. Assessment Results:

Students at Transfiguration School consistently score well on standardized tests administered in the fall and spring. There have been no significant gains or losses over the five-year period.

Norm-referenced examinations are given in the fall. Every Transfiguration student in grades 1 through 8 takes the core battery of the Iowa Test of Basic Skills (ITBS), Form A. These diagnostic tests assess student progress in reading, language arts and mathematics. They are published by Riverside, whose website provides greater detail about the exams ([www.riverpub.com](http://www.riverpub.com)). Prior to 2009, these exams were taken in the spring.

Over the past five years, student performance has remained steady, with no significant deviations in each year at every grade tested, or between years of testing in the same grade. Students in grades 1 and 2 tend to perform similarly in both reading and mathematics domains; however, as these students progress to grade 3 and higher, mathematics scores tend to be about 10% to 15% higher than reading scores. This is because English is a second language for most Transfiguration School families and language arts and reading are more challenging for the students in the early elementary grades. The language development also impacts mathematics scores at these levels, because students must read and understand the problems to perform the calculations. By grade 2 or 3, student advances in both the language and reading areas positively affect their math scores.

Criterion-referenced examinations are administered in the spring to students in grades 4, 6 and 8. Transfiguration uses New York State Education Department (NYSED) English Language Arts and mathematics tests. Information about these examinations is located at [www.emsc.nysed.gov/3-8](http://www.emsc.nysed.gov/3-8). Catholic schools are not required to take these tests, but freely choose to do so. Testing of sixth grade students began with the 2009-2010 school year.

For the past five years, there were no major gains or losses in grades 4 and 8, nor were there any significant disparities between grades 4 and 8 data. On the basis of ELA and math test scores, the New York State exam categorizes students on a four-point grading scale, from a low of one (“below standard”) to a high of four (“exceed proficiency standard”). It is significant that in the past testing year, New York State raised the cut scores in both mathematics and ELA exams, requiring students to achieve a higher scale score to meet Level 3 (“meet proficiency standard”) or Level 4 (“exceed proficiency standard”). As a result, many schools saw significant reductions in the percentage of students achieving at Levels 3 and 4, because their scale scores were not high enough to meet the change. Transfiguration School did not experience a decline.

For every reporting year, at least 91% of the fourth grade students met or exceeded proficiency standards in ELA and at least 85% of the eighth graders achieved the same levels. For every reporting year, 97% to 100% of grade 4 students and 94% to 97% of grade 8 students achieved at or above proficiency in mathematics. In grade 6, which has been tested only since 2009, all students (100%) met or exceeded proficiency standards in mathematics and 89% did so in ELA.

Notably, in the mathematics examinations in all grades tested for the past five years, at least 42% of Transfiguration students exceeded proficiency (Level 4).

Transfiguration students’ high and consistent level of performance in these exams well exceeds the qualifying criteria in New York State. This past year, NYSED 85<sup>th</sup> percentile Blue Ribbon cut scores in ELA for grades 4, 6, and 8 were: 78.5046, 74.866, 70.6563 respectively. For mathematics in grades 4, 6, and 8 they were: 84.0, 82.5155, and 77.0533.

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

The repositioning of the Iowa Test of Basic Skills (ITBS) from spring to fall in 2009 now enables teachers in grades 1 through 8 to use the results diagnostically to inform instruction throughout the school year. A 2009 change in the New York State Education Department (NYSED) tests expanded assessment so students in grade 4 are tested in math, ELA and science, grade 5 students are tested in social studies, grade 6 students are tested in math and ELA and grade 8 students are tested in ELA, math, science and social studies.

Both sets of standardized tests are supported by powerful web-based data reporting and analysis tools that enable educators at Transfiguration School make timely, targeted instructional and curricular decisions. With a clear picture of the unique learning needs of all students, teachers can create intervention groups, where necessary, and help students achieve at their highest level.

ITBS data is routinely reviewed in early December, whereas NYSED data is reviewed at the beginning of the school year during the first faculty meeting. This year, Transfiguration School will participate in the First Archdiocesan Data Day, using a common protocol for analyzing standardized test data. This full-day faculty meeting will focus on collaborative inquiry and the use of data to fuel instruction.

While standardized tests provide a window into learning, understanding and retention, interim classroom assessments help provide a clearer picture of each student and inform instructional decisions. Transfiguration teachers use a variety of assessment strategies, from traditional pen and paper, to those involving varied performance modalities. They follow their assessments with instructional alternatives that present concepts in new ways and engage students in different and more appropriate learning experiences. The assessments go beyond ranking. They become an integral part of the instructional process and a central ingredient in teachers' efforts to help students learn. The creative use of tests and assessments enables Transfiguration to offer students multiple opportunities to experience success in learning.

Transfiguration School teachers enhance their knowledge of corrective instruction and enrichment activities through professional development opportunities offered both by the Archdiocese of New York and during monthly faculty meetings at the school. Teachers meet regularly to examine classroom assessment results and develop alternative strategies for more effective instruction.

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

Transfiguration School shares assessment data within and beyond the school community and helps each recipient understand the information. At the September Back-to-School Night, teachers provide parents an overview of the academic expectations at each grade, along with information about standardized and state testing.

As part of the teacher-learning cycle, teachers confer regularly with each student about assessment data. This enables the students to monitor their progress and achieve incremental learning targets.

Teachers and parents share responsibility for regular and open communication about the progress of individual students. Formal parent conferences are required for the distribution of the first Interim Report and parents are notified in advance of their date and time. Throughout the year, additional conferences or phone calls may be initiated by either a parent or teacher.

Most Transfiguration parents are fluent in English and either the Cantonese or Mandarin dialects of Chinese. In cases where parents are not comfortable communicating in English, Transfiguration staff members fluent in Cantonese or Mandarin help with teacher conferences and assessment result discussions.

When the ITBS standardized test scores are released, parents receive a hard copy of the report, with a detailed explanation of the results. They also meet with the classroom teacher and principal to discuss the scores and identify areas of potential improvement. After NYSED exam results are published, parents are given a copy of an NYSED-generated report, specific to their child. It provides detailed information about the child's score and an interpretation.

At the monthly meeting of the Home School Association (HSA), parents receive updated school-wide assessments from the principal and have the opportunity to discuss them.

In addition, faculty members broadcast the academic successes of their students in a variety of ways. For example, the ITBS and NYSED exam results are advertised in the annual journal of the Transfiguration Education Association (TEA). The TEA is an advisory board that serves as a conduit with the surrounding community and shares the successes of Transfiguration School in its interactions with other schools and community members.

#### **4. Sharing Lessons Learned:**

Transfiguration is a school of the Archdiocese of New York and is a member of the National Catholic Educational Association (NCEA), a professional organization that provides leadership, direction and service to parochial schools across the country.

At the Archdiocesan level, the Transfiguration School principal uses regular meetings of the administrators of all Manhattan schools to share successful initiatives and plan new endeavors, based on the collective experience of "what works" and "what doesn't work".

Nationally, sponsored workshops, conferences and the annual convention of the NCEA serve as venues for administrators, teachers and board members to interact with each other and with prominent educators. In formal and informal sessions, Transfiguration School personnel share insights into best practices for fulfilling the teaching mission of the Church. They also have the opportunity to learn about new technology, methods and services that are being implemented in other places. The NCEA publicizes the success of the Catholic school "brand" at the national level.

Locally, Transfiguration's Home School Association (HSA) distributes bi-lingual minutes of the monthly meetings of its executive committee, hosts an annual membership meeting and generates newsletters that keep the parents abreast of academic successes and challenges. The HSA supports the administration's pursuit of quality education and is committed to involving the parents in the quest for excellence.

The school's advisory board, the Transfiguration Education Association, comprises business, education and community professionals who support education in New York's Chinatown. The board sponsors an annual dinner that serves as a venue for communicating good news about the school and provides important funding to enhance programs for Transfiguration students. The festive event brings together the unique network of school community, neighborhood and benefactors. In recent years, more than 800 people have attended. Proceeds from past dinners have helped to enrich the education curriculum, provide scholarships and improve the school's physical environment.

Transfiguration literally shares its successes with secondary schools by sending them well-educated and socially minded students who love to learn. Most of the Transfiguration students who continue their education at public secondary schools are placed into gifted and talented programs. Last year, 25 of 33 eighth graders were accepted through a competitive admissions process into one of New York City's specialized schools, including Stuyvesant, Bronx High School of Science and Brooklyn Technical High School. The majority of the graduating class was also accepted at all of its top three Catholic high school choices.

## 1. Curriculum:

The Transfiguration School curriculum adheres to guidelines set by New York State and the Essential Learning standards of the Archdiocese of New York. The core curriculum consists of daily instruction in reading, language arts (grammar and writing), mathematics, science, social studies and religion. Students also take classes in art, music, physical education, technology and Spanish for grades 5-8.

**The Reading/Language Arts Curriculum** is foundational and is integrated into all content areas through vocabulary development, writing, analytical and higher-order thinking and comprehension skills. Teachers develop and reinforce reading, listening, writing and speaking skills in all subject areas using varied resources including a basal reader, educational magazines, novels, poetry, educational websites and teacher-created materials.

The Language Arts program is consistent with the philosophy of the National Council of Teachers of English and meets the requirements of the New York State Standards in English Language Arts. A continuum of language arts is promoted from Kindergarten through eighth grade and reflects the developmental needs of students as they become more proficient in both skills and content.

**The Religion Curriculum** teaches the principles of the Catholic faith and is based on Archdiocesan guidelines for catechesis, informed by Scripture and the *Catechism of the Catholic Church*. Students learn the history and practice of the Catholic faith through prayer and age-appropriate religious instruction, using the Bible, student texts, audiovisual materials, teacher-created resources and liturgical celebrations. Faith in action is stressed throughout, with frequent opportunities for service and social responsibility.

Children in grades 3 through 8 take an annual Archdiocesan religion exam to measure their knowledge, understanding and lived experience of the expected learning. In each of the past five years, an average of 91% of Transfiguration students has achieved a passing grade on the exam.

**The Math Curriculum** builds on basic computation skills to develop a deep understanding of mathematical content through problem-solving, representation, reasoning, connections, and oral and written communication. Math topics and instruction integrate concepts and skills to prepare students for college, the workforce and good citizenship.

**The Social Studies Curriculum** reflects the competencies and concepts embedded in the New York State Standards for Social Studies and the New York State Assessments. The five specific content areas are: History of the United States and New York, World History, Geography, Economics, Civics, Citizenship and Government. Transfiguration expands on state standards to give students the knowledge, skills, understanding and disposition toward democratic values necessary to participate in a culturally diverse American society and an interdependent world.

**The Science Curriculum** uses inquiry as a tool to understand concepts and master skills to embrace the ever-expanding body of scientific knowledge. The science curriculum covers physical science, life science and earth science. Students in grades 4 through 8 participate in an annual school science fair.

Students are taught that faith is not inconsistent with scientific knowledge, and that science can help humans better understand and appreciate the wonder of God's creation. In grades 7 and 8, scientific ethics and moral decision-making are discussed in relation to stewardship of the earth.

**The Spanish Curriculum** is in complete compliance with the Blue Ribbon School Program's Foreign Language requirements. Spanish class is offered to students in grades 5 through 8 and is taught once a

week in a forty-minute period at each grade level. Students learn language and culture through writing, listening, speaking and conversing.

**The Technology Curriculum** for students in grades 1 through 8 provides technical, research and writing skills training to support the content areas of the core curriculum. Classroom teachers utilize websites to create interactive lessons with a visual and kinesthetic approach to learning.

**The Music Curriculum** includes weekly instruction for students in grades 1 through 6, with emphasis on singing, reading music and performing. Students demonstrate their craft at concerts and community events.

**The Art Curriculum** for all grades includes elements of history and culture, integrated with personal artistic expression.

**The Physical Education Curriculum** uses weekly classes in grades K through 8 to help students develop self-confidence, social skills and physical endurance through individual and team sports. Drills and games stress honesty, fairness, respect, perseverance, and good sportsmanship and teach discipline, competition and sportsmanship.

The gym teacher and Transfiguration alumni offer a weekend program of track, volleyball and basketball to allow students to participate in organized sports and reinforce the values taught in class.

**After School, Enrichment and Summer Institute Programs** offer students the opportunity to reinforce and develop advanced skill sets. They allow students to explore individual hobbies and hone skills in science, math, literary analysis, chess, Chinese Dance, Mandarin, piano, violin and art. These programs teach the importance of self-discipline, self-esteem, and nurture individual talents.

## **2. Reading/English:**

The goal of the Reading Curriculum is to develop language and literacy skills for personal growth and to help Transfiguration students achieve full participation in society. The program is consistent with the philosophy of the National Council of Teachers of English and meets the requirements of the New York State Standards in English Language Arts.

In each grade, the curriculum addresses reading, listening, writing and speaking to develop strong foundational skills. The creative integration of language, literature, culture and ethics is key to the success of the reading program in the Transfiguration school community, where most of the students speak Chinese at home.

Teachers use literature to develop language skills and focus on the structure, function and mechanics of clear writing. They engage students through practice, direct instruction and encounters with exemplary models of language from both religious and secular literature.

The reading curriculum uses various strategies and resources to build phonemic skills, vocabulary development and comprehension in the younger grades. Included are literacy circles with leveled readers and the use of weekly readers and other educational magazines. These materials strengthen comprehension and vocabulary and teach science and social studies concepts and themes. Older students practice higher-order thinking and analytical skills such as connections, inferencing, analysis and drawing conclusions. Teachers employ guided reading discussions, teacher-student conferencing, small and whole group discussions, storyboards, auditory aids, and visual and kinesthetic methods to engage all students.

Writing is taught with an interdisciplinary approach that underscores the importance of daily writing skills in students' lives. Teachers encourage students to make connections between reading and writing genres to build a foundation for analytical writing.

Transfiguration uses the Scott Foresman reading series in grades 1 through 5, the Glencoe Literature series in grades 6 and 7 and staff-selected novels and short stories in grade 8. Teachers integrate the basal readers, workbooks, leveled readers, student magazines and additional selections to provide a diverse range of reading material that enhances comprehension, vocabulary development and analytical skills. The chosen series are systematic and well-supported and include options for students at different reading levels.

All Kindergarten students participate in the English as a Second Language program (ESL) to lay a strong foundation of phonemic awareness and skills, and to aid sight word recognition, vocabulary development and the beginning of reading comprehension. For all other students who need it, Transfiguration offers ESL twice a week for approximately forty minutes.

By incorporating oral fluency, listening and speaking, phonemic awareness and comprehension, the Transfiguration reading program benefits all students, with special attention to those who are struggling in their language development.

### **3. Mathematics:**

The Transfiguration Math Curriculum mirrors the New York State Mathematics Standards. Specifically, the math program focuses on three components: conceptual understanding, procedural fluency and problem-solving. From K through 8, a spiral continuum includes the five main content strands of geometry, number sense and operations, statistics, measurement and algebra.

Transfiguration's program creates a solid foundation, incorporates math into other subject areas and empowers students to understand math as an integrated body of knowledge critical to functioning in today's society. Teachers cultivate an enthusiasm for mathematics through consistent motivation in a positive, affirming atmosphere.

In grades K through 4, the primary emphasis is on number sense and operations, measurement and statistics. In grades 5 through 8, the focus moves to geometry and algebra. The mathematical processes of logic, reasoning, problem-solving, representation, connections and communication are used throughout.

Teachers use multiple instructional techniques to enhance students' learning, including group, cooperative and independent work, lecture, problem-solving, manipulatives, technology and math drills. Review and repetition of math facts, math vocabulary and basic reading skills are used to solidify critical computation operations and help students work through word problems. Teachers provide remedial math tutoring and also pair strong and weak students for mutual benefit.

Math is integrated into other subject areas to overcome some students' deficiency in language in the earlier grades. It is included in the language arts curriculum and taught by creating exciting learning opportunities for young students using literature and storybooks, puppetry and manipulation of concrete objects.

In the upper grades, students conduct science experiments and projects that use math skills such as graphing and representations. Through the use of basic word problems and critical thinking, they are challenged to solve complex problems in real world contexts.

Transfiguration uses the Scott Foresman text in grades 1 through 4 to develop basic skills for all students. From grade 5, the curriculum focuses on higher-order thinking skills and greater depth of the process strands. Math classes in grades 5 through 8 are divided into regular and advanced levels, determined by teacher recommendations and ITBS and New York State scores. Students in the advanced class in eighth grade prepare for and take the June Integrated Algebra Regents Exam given by the New York State Education Department. This test is typically administered to ninth graders.

Transfiguration's coherent curriculum and consistent, supportive teaching style helps students of all abilities integrate important mathematical ideas, develop skill proficiency and solve problems.

#### **4. Additional Curriculum Area:**

True to its mission to graduate thoughtful, educated, faith-filled young people who are prepared to succeed in a diverse world, Transfiguration uses its unique location in a multicultural city as the context for a rich Social Studies Curriculum. The curriculum adheres to the Essential Learning for Social Studies of the Archdiocese of New York and the Social Studies Standards of New York State. It parallels the experience and surroundings of the students and helps them observe their world through the lens of common social studies themes, such as culture, people, places, environments and global connections.

Students use primary sources, weekly current events magazines, audio-visual aides and project-based learning to examine world cultures and make age-appropriate connections with their own experiences. In the early grades, students call on examples of their own Asian-American background and contrast them with other cultures. As they progress, students come to understand diversity and the multicultural context of the United States. They study the interactions of groups over time and explore how such varied peoples have created a strong and united country. For example, teachers develop units on immigration and encourage the understanding of America and New York City as proud cultural mosaics. The school community celebrates Chinese New Year, with students invited to wear traditional Chinese attire and showcase music and art projects from their own cultures.

The social studies curriculum integrates well with science and religion studies at Transfiguration. Christian values are recognized, stressed and reinforced regularly when analyzing socially relevant topics. Students thus develop empathy and appreciate the importance of justice in the world. Students explore Catholic values to understand the complex relationships among the message of the Gospel, the teachings of the Catholic Church, the Church's impact on world history, and the role of Catholics in America. Students are taught to love and respect all of God's creations and to be good stewards of the environment and its resources. To learn more about the ecosphere and demonstrate stewardship for the earth, students participate in an "endangered species project", where they research and "adopt" an endangered animal, using funds raised in student-led efforts.

Each Transfiguration class has a special "signature" project that helps to broaden its view of the world beyond Chinatown. Students raise funds to help the needy through Catholic Charities of the Archdiocese of New York, Pennies for Peace, Make-a-Wish Foundation and Covenant House.

#### **5. Instructional Methods:**

Transfiguration's small size and family orientation allow teachers to appreciate that each of their students approaches school with unique academic abilities, learning styles, interests, background knowledge and levels of motivation for learning. The faculty uses frequent pre- and post- tests in each of the core curriculum subjects to evaluate student progress. Learning discrepancies are also identified by standardized tests, teacher observations, classroom work, teacher assessments and rubrics.

Differentiated instruction is an integral part of the educational practice at Transfiguration and is used to create successful pathways for instruction to meet the diverse needs of individual learners. Teachers deploy an array of strategies including conferences, storyboards, illustrations, small and whole group instruction, project-based learning, and other written, auditory and visual or kinesthetic techniques. Situation-appropriate student-grouping models are used across all subject areas. Students are matched in a complementary manner to stimulate reading comprehension and the sharing of ideas in social studies, science, math and religion. Where suitable, teachers employ whole and small group instruction to allow students to explore and experience a variety of learning opportunities. Interactive white boards and computers in each classroom are used extensively and are especially beneficial to students who have visual learning disabilities.

Transfiguration is well-suited to help both struggling students and high achievers. Students who need additional assistance attend morning help classes. Students with language difficulties attend on-site ESL classes taught by the New York City Department of Education (DOE). The New York City DOE also provides a part-time school psychologist.

Gifted students at Transfiguration are encouraged to be independent and self-directed learners and to develop their talents fully by initiating, completing and sharing special projects and reports. Supplementary materials are used to challenge these students, to provide diversity and to facilitate their achievement beyond the core curriculum subject areas.

Catholic education values the development of the whole person and all students are welcome at after-school enrichment programs in Mandarin, violin, piano, chess and Chinese dance.

## **6. Professional Development:**

Professional development throughout the schools of the Archdiocese of New York is consistent, differentiated and focused on people and practice.

Transfiguration is part of the Manhattan School District of the Archdiocese of New York. For the past three years, the district has focused on developing writing skills across grades 1 to 8. Each year, every teacher in the district was invited to annual grade level workshops and one teacher from each school was chosen to be the literacy leader and attend additional workshops. This literacy leader was then assigned a role within the school. At Transfiguration, the grade 6 teacher was tasked to take the lead in maintaining a consistent writing program throughout the school, with a particular focus on the use of writer's notebooks.

In addition, Transfiguration employed on-site literacy and technology coaches. In weekly sessions, the literacy coach helped teachers select and implement appropriate literacy teaching strategies and combine literacy instruction with content area curriculum requirements. Last year, the literacy coach worked closely with most teachers to build on their own style and skills to help students achieve at their optimal levels. The coach was available as a model to stretch the capabilities of teachers and guide them in their own personal and professional growth in the workplace.

The goal of Transfiguration's ongoing weekly technology coaching initiative is to enhance the integration of technology across the curriculum. This includes helping teachers build lessons that incorporate web 2.0 tools in the teaching and learning process. At monthly meetings, faculty share and celebrate newly acquired skills such as web design, teacher blogs and classroom wikis that facilitate communication.

The faculty meetings are also opportunities to review school procedures, policies and expectations and plan events for the school year. Teachers are encouraged to share information from workshops and their own classroom practices. Lunchtime is an informal collaborative event characterized by lively discussions, team-building and sharing of resources. The faculty room serves a dual role as the faculty library for many professional journals, newsletters, videos and other teacher resources provided by the principal and/or shared by other faculty members.

The Archdiocese of New York requires religious education teachers to obtain levels of catechetical certification by attending workshops on Catholic teaching and faith formation. Some Transfiguration teachers continue to work toward this certification. In addition, several of the faculty members who do not already have advanced degrees are pursuing them.

The Transfiguration community benefits from a spirit of collegiality that values professional autonomy, cooperation and the essential contributions of administration, faculty and staff.

## **7. School Leadership:**

Transfiguration School consists of three adjoining campuses. Dr. Patrick Taharally is the principal of Transfiguration lower and upper schools, Ms. Emily Eng-Tran is the principal of the Transfiguration Early Childhood School. Mr. Matthew Tomasulo, the 8th grade teacher, is also the Dean of Students at the upper school. The principal is central to the leadership structure and works in consultation with the pastor, Father Raymond Nobiletti. Leadership responsibilities are appropriately delegated and supervised.

The school's leadership organization is characterized by openness, participation and commitment to core values. It is fortified by four pillars: instructional supervision, relationships, collaboration and communicating high expectations.

Instructional supervision is the heart of the principal's role as the primary instructional leader of the school. Dr. Taharally meets with individual teachers throughout the year to review curriculum, instruction and classroom management. Formal and informal visits to the classrooms provide another context for discussion. Dr. Taharally also meets weekly with the two other administrators for updates, school programs and to resolve problems that arise. Drawing on his many years of experience as a principal, Dr. Taharally offers both advice and inspiration to a faculty that strives to ensure a positive classroom experience for each child in the school.

Dr. Taharally also acts as a liaison between the faculty and the school parents. He attends every Home School Association meeting and runs each faculty meeting, where he helps foster a culture of continuous improvement. He has assembled a motivated and empowered team of faculty and staff and encourages every member of the school community to work for the successful intellectual, emotional and spiritual development of every student.

Dr. Taharally thinks strategically, works collaboratively and helps engage internal and external constituents to secure resources for the school and students. He has built support for the school among alumni and business and community leaders.

At each level, the leadership at Transfiguration is highly motivated and Christ-centered. Faculty members are invested in their roles as models of Catholic values and good character for the students. The pastor, the principal, the faculty and the staff inspire student achievement through personal example, high expectation, open communication and deep respect in every interaction.

# PART VI - PRIVATE SCHOOL ADDENDUM

11PV146

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>\$6500</u>	<u>\$4000</u>	<u>\$4000</u>	<u>\$4000</u>	<u>\$4000</u>	<u>\$4000</u>
K	1st	2nd	3rd	4th	5th
<u>\$4000</u>	<u>\$4000</u>	<u>\$4000</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
6th	7th	8th	9th	10th	11th
<u>\$0</u>	<u>\$0</u>				
12th	Other				

4. What is the educational cost per student? (School budget divided by enrollment) \$4903

5. What is the average financial aid per student? \$0

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?  
10%

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 22%

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: NYSTP Math

Edition/Publication Year: 2006-2010 Publisher: CTB McGraw Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Level 3 and Above	100	100	97	97	97
Level 4	63	78	42	62	58
Number of students tested	35	32	33	34	33
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Level 3 and Above	100				
Level 4	73				
Number of students tested	22				
<b>2. African American Students</b>					
Level 3 and Above					
Level 4					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Level 3 and Above					
Level 4					
Number of students tested					
<b>4. Special Education Students</b>					
Level 3 and Above					
Level 4					
Number of students tested					
<b>5. English Language Learner Students</b>					
Level 3 and Above					
Level 4					
Number of students tested					
<b>6.</b>					
Level 3 and Above					
Level 4					
Number of students tested					
<b>NOTES:</b>					

11PV146

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: NYSTP ELA

Edition/Publication Year: 2006-2010 Publisher: CTB McGraw-Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Jan	Jan	Jan	Jan
<b>SCHOOL SCORES</b>					
Level 3 and Above	97	94	97	91	100
Level 4	14	19	12	20	33
Number of students tested	35	32	33	35	34
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Level 3 and Above	100				
Level 4	23				
Number of students tested	22				
<b>2. African American Students</b>					
Level 3 and Above					
Level 4					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Level 3 and Above					
Level 4					
Number of students tested					
<b>4. Special Education Students</b>					
Level 3 and Above					
Level 4					
Number of students tested					
<b>5. English Language Learner Students</b>					
Level 3 and Above					
Level 4					
Number of students tested					
<b>6.</b>					
Level 3 and Above					
Level 4					
Number of students tested					
<b>NOTES:</b>					

11PV146

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics                      Grade: 6 Test: NYSTP Math  
Edition/Publication Year: 2010 Publisher: CTB McGraw Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May				
<b>SCHOOL SCORES</b>					
Level 3 and Above	100				
Level 4	89				
Number of students tested	27				
Percent of total students tested	100				
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Level 3 and Above	100				
Level 4	89				
Number of students tested	17				
<b>2. African American Students</b>					
Level 3 and Above					
Level 4					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Level 3 and Above					
Level 4					
Number of students tested					
<b>4. Special Education Students</b>					
Level 3 and Above					
Level 4					
Number of students tested					
<b>5. English Language Learner Students</b>					
Level 3 and Above					
Level 4					
Number of students tested					
<b>6.</b>					
Level 3 and Above					
Level 4					
Number of students tested					
<b>NOTES:</b>					

11PV146

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6 Test: NYSTP ELA

Edition/Publication Year: 2010 Publisher: CTB McGraw Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr				
<b>SCHOOL SCORES</b>					
Level 3 and Above	89				
Level 4	15				
Number of students tested	27				
Percent of total students tested	100				
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Level 3 and Above	88				
Level 4	17				
Number of students tested	17				
<b>2. African American Students</b>					
Level 3 and Above					
Level 4					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Level 3 and Above					
Level 4					
Number of students tested					
<b>4. Special Education Students</b>					
Level 3 and Above					
Level 4					
Number of students tested					
<b>5. English Language Learner Students</b>					
Level 3 and Above					
Level 4					
Number of students tested					
<b>6.</b>					
Level 3 and Above					
Level 4					
Number of students tested					
<b>NOTES:</b>					

11PV146

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 8 Test: NYSTP Math

Edition/Publication Year: 2006-2010 Publisher: CTB McGraw Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Level 3 and Above	97	100	94	91	94
Level 4	58	74	32	21	29
Number of students tested	33	31	31	33	31
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Level 3 and Above	96				
Level 4	57				
Number of students tested	23				
<b>2. African American Students</b>					
Level 3 and Above					
Level 4					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Level 3 and Above					
Level 4					
Number of students tested					
<b>4. Special Education Students</b>					
Level 3 and Above					
Level 4					
Number of students tested					
<b>5. English Language Learner Students</b>					
Level 3 and Above					
Level 4					
Number of students tested					
<b>6.</b>					
Level 3 and Above					
Level 4					
Number of students tested					
<b>NOTES:</b>					

11PV146

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 8 Test: NYSTP ELA

Edition/Publication Year: 2006-2010 Publisher: CTB McGraw Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Jan	Jan	Jan	Jan
<b>SCHOOL SCORES</b>					
Level 3 and Above	85	100	84	91	94
Level 4	15	3	3	6	9
Number of students tested	33	31	31	33	32
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Level 3 and Above	78				
Level 4	17				
Number of students tested	23				
<b>2. African American Students</b>					
Level 3 and Above					
Level 4					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Level 3 and Above					
Level 4					
Number of students tested					
<b>4. Special Education Students</b>					
Level 3 and Above					
Level 4					
Number of students tested					
<b>5. English Language Learner Students</b>					
Level 3 and Above					
Level 4					
Number of students tested					
<b>6.</b>					
Level 3 and Above					
Level 4					
Number of students tested					
<b>NOTES:</b>					

11PV146

# PART VII - ASSESSMENT RESULTS

## NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 1

Test: ITBS

Edition/Publication Year: 2001 Publisher: Riverside Publishing Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Oct	Mar	Apr	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	76	79	85	86	82
Number of students tested	49	32	29	31	35
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					

11PV146

## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 1

Test: ITBS

Edition/Publication Year: 2001 Publisher: Riverside Publishing Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Oct	Mar	Apr	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	92	87	85	90	81
Number of students tested	49	32	29	31	35
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					

11PV146

## NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 2

Test: ITBS

Edition/Publication Year: 2001 Publisher: Riverside Publishing Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Oct	Mar	Apr	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	71	94	92	92	91
Number of students tested	30	30	30	32	27
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score	65				
Number of students tested	16				
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					

11PV146

## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 2

Test: ITBS

Edition/Publication Year: 2001 Publisher: Riverside Publishing Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Oct	Mar	Apr	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	85	86	85	85	88
Number of students tested	30	30	30	32	27
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score	76				
Number of students tested	16				
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					

11PV146

## NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: ITBS

Edition/Publication Year: 2001 Publisher: Riverside Publishing Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Oct	Mar	Apr	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	93	88	90	90	89
Number of students tested	31	34	34	32	34
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score	92				
Number of students tested	14				
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					

11PV146

## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: ITBS

Edition/Publication Year: 2001 Publisher: Riverside Publishing Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Oct	Mar	Apr	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	78	69	75	74	69
Number of students tested	31	34	34	32	34
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score	75				
Number of students tested	14				
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					

11PV146

## NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: ITBS

Edition/Publication Year: 2001 Publisher: Riverside Publishing Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Oct	Mar	Apr	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	92	91	88	91	92
Number of students tested	35	32	33	34	33
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score	92				
Number of students tested	22				
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					

11PV146

## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: ITBS

Edition/Publication Year: 2001 Publisher: Riverside Publishing Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Oct	Mar	Apr	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	78	72	77	71	77
Number of students tested	35	32	33	34	33
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score	79				
Number of students tested	22				
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					

11PV146

## NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: ITBS

Edition/Publication Year: 2001 Publisher: Riverside Publishing Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Oct	Mar	Apr	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	94	93	92	92	92
Number of students tested	32	31	35	34	34
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score	94				
Number of students tested	16				
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					

11PV146

## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: ITBS

Edition/Publication Year: 2001 Publisher: Riverside Publishing Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Oct	Mar	Apr	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	81	77	82	75	73
Number of students tested	32	31	35	34	34
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score	86				
Number of students tested	16				
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					

11PV146

## NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 6

Test: ITBS

Edition/Publication Year: 2001 Publisher: Riverside Publishing Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Oct	Mar	Apr	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	92	92	94	95	91
Number of students tested	26	34	34	34	35
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score	92				
Number of students tested	17				
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					

11PV146

## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 6

Test: ITBS

Edition/Publication Year: 2001 Publisher: Riverside Publishing Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Oct	Mar	Apr	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	79	75	86	84	78
Number of students tested	26	34	34	34	35
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score	75				
Number of students tested	17				
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					

11PV146

## NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 7

Test: ITBS

Edition/Publication Year: 2001 Publisher: Riverside Publishing Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Oct	Mar	Apr	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	94	94	92	93	91
Number of students tested	31	33	33	34	33
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score	94				
Number of students tested	24				
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					

11PV146

## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 7

Test: ITBS

Edition/Publication Year: 2001 Publisher: Riverside Publishing Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Oct	Mar	Apr	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	81	89	76	83	84
Number of students tested	31	33	33	34	33
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score	84				
Number of students tested	24				
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					

11PV146

## NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 8

Test: ITBS

Edition/Publication Year: 2001 Publisher: Riverside Publishing Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Oct	Mar	Apr	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	96	97	96	95	93
Number of students tested	33	31	31	32	31
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score	96				
Number of students tested	23				
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					

11PV146

## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 8

Test: ITBS

Edition/Publication Year: 2001 Publisher: Riverside Publishing Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Oct	Mar	Apr	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	89	79	84	82	80
Number of students tested	33	31	31	32	31
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score	87				
Number of students tested	23				
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					

11PV146