



## **PART I - ELIGIBILITY CERTIFICATION**

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11PV28

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

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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 with characteristics typical of an urban area
4. Number of years the principal has been in her/his position at this school: 23
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>  | 25         | 33           | 58          |
| K                                | 27         | 26           | 53          |  | <b>7</b>  | 26         | 28           | 54          |
| 1                                | 32         | 32           | 64          |  | <b>8</b>  | 17         | 31           | 48          |
| 2                                | 23         | 34           | 57          |  | <b>9</b>  | 0          | 0            | 0           |
| 3                                | 28         | 28           | 56          |  | <b>10</b> | 0          | 0            | 0           |
| 4                                | 29         | 31           | 60          |  | <b>11</b> | 0          | 0            | 0           |
| 5                                | 27         | 28           | 55          |  | <b>12</b> | 0          | 0            | 0           |
| <b>Total in Applying School:</b> |            |              |             |  |           |            |              | <b>505</b>  |

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
2 % Asian  
2 % Black or African American  
5 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
87 % White  
4 % Two or more races  
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 5%

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. | 25   |
| (3) | Total of all transferred students [sum of rows (1) and (2)].  | 27   |
| (4) | Total number of students in the school as of October 1, 2009  | 512  |
| (5) | Total transferred students in row (3) divided by total students in row (4).                                       | 0.05 |
| (6) | Amount in row (5) multiplied by 100.  | 5    |

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

Total number of limited English proficient students in the school: 43

Number of languages represented, not including English: 5

Specify languages:

Spanish, French, Russian, Chinese, or Serbian.

9. Percent of students eligible for free/reduced-priced meals: 3%  
 Total number of students who qualify: 13

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: 8%  
 Total number of students served: 45

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>1</u> Other Health Impaired                    |
| <u>0</u> Deaf-Blindness        | <u>42</u> Specific Learning Disability            |
| <u>0</u> Emotional Disturbance | <u>11</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<br>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>18</u>        | <u>0</u>         |
| Special resource teachers/specialists | <u>4</u>         | <u>3</u>         |
| Paraprofessionals                     | <u>0</u>         | <u>8</u>         |
| Support staff                         | <u>2</u>         | <u>1</u>         |
| Total number                          | <u>25</u>        | <u>12</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: 22:1

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    | 95%       | 96%       | 96%       | 96%       | 97%       |
| Daily teacher attendance    | 98%       | 99%       | 98%       | 98%       | 99%       |
| Teacher turnover rate       | 16%       | 0%        | 16%       | 8%        | 8%        |
| High school graduation rate | 0%        | 0%        | 0%        | 0%        | 0%        |

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

The teacher turnover rate was 16% in 2007-2008. This year four teachers left the school. Two got married, one moved, and one took a new job as a principal in another Catholic School.

The teacher turnover rate was 16% in 2009-2010. This year four teachers left: One to pursue a post-graduate education full-time, two retired, and one left to teach at the high school level.

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> |

St. Jane de Chantal School began in a hundred year old white, stucco farmhouse in 1953 in the rustic town of Bethesda under the ministry of Monsignor James Caulfield and the Sisters of Charity of Seton Hill, Greensburg, Pennsylvania. Monsignor led his new school and community with the sensibilities often associated with the bucolic life of a rural community. The farmhouse, known as The White House, remains a symbol of those pastoral values: Unity through Faith and Service. The Sisters of Charity were examples of the philosophy of the foundress, St. Elizabeth Ann Seton. The sisters, trained educators, pledged themselves to a life of service and believed themselves to be guardian angels of their students' spiritual, emotional and educational development. The sisters shared their tiny home with forty-nine five and six year olds. Within eight years, the enrollment had grown past 1,190 students and the new school consisted of over twenty-one classrooms.

Fifty-six years later, the beautiful Tudor-style school is surrounded by gardens in the midst of a busy suburban community. It is a co-educational K-8 parish school in suburban Maryland. The mission is to spread the message of Jesus by providing high quality, well-rounded education within this Christ-centered community. This mission is accomplished with the same rural values of Unity through Faith and Service. All of the students are encouraged to manifest the presence of God. St. Jane de Chantal has a tradition of academic excellence balanced with a strong Catholic identity. St. Jane de Chantal was recognized as a Blue Ribbon School in 1988. The school has been accredited by the Middle States Association three times since 1974.

The instructional program is based on the Archdiocese of Washington's academic standards. Differentiated instruction and an integrated curriculum enhance the learning environment. The school is committed to technology and preparing the students to navigate in the modern world. The school is equipped with a teaching lab and classroom computers. Every classroom has a SMART Board which interacts with software supplied by textbook publishers and Discovery Education. The Resource Room supports over one hundred students with learning needs and individual academic plans. Simultaneously, the Sky Box Program has been set up to offer challenging experiences for students who have mastered the educational goals of their grade.

The faculty creates a strong sense of God's presence in which each child can reach his/her potential. The faculty celebrates each child's individual talents by providing a safe, consistent and nurturing atmosphere in which intellectual development follows a sequential continuum of instruction. Critical thinking skills are emphasized across the curriculum. Students are encouraged to develop individual learning styles by being given opportunities to work independently and in cooperative groups, using collaborative skills, and exploring different problem solving strategies.

St. Jane de Chantal School teaches and encourages leadership development and dedication to community service. Students participate in service projects: Hoops for Hearts, Walk for Diabetes, Walk for the Homeless, food drives, Christmas families, Operation Smile, and emergency projects as needs arise. Students are taught that giving is a part of living and that, as Catholics, they have a responsibility to give to others.

Students have a variety of relationships in the school community. Students learn to respect and support one another through group projects, cooperative groups, and peer tutoring. Older and younger children are paired during 'family' activities. As graduates, students have been instilled with a unique sense of St. Jane de Chantal. This experience becomes a part of who they are for the rest of their lives, explaining why the current enrollment consists of one hundred second generation students and six third generation students.

## 1. Assessment Results:

The Archdiocese of Washington determines the standardized testing policy for St. Jane de Chantal School. Each spring the CTB-McGraw Hill Company *TerraNova* and *In View* tests are administered in grades 2-8. The *TerraNova, Complete Battery Plus* is administered to students in grades 2, 3, 5, 6, and 8. This test measures achievement in reading, language arts, word analysis, vocabulary, language mechanics, spelling, mathematics, mathematics computation, science, and social studies. The test includes selected response (multiple choice) items. Grades 4 and 7 are administered the *TerraNova, Multiple Assessments Plus*, which assesses the same subject areas as the *Complete Battery Plus*. It consists of selected as well as constructed-response items instructing students to create their own responses either by writing a brief paragraph or by drawing a graph. The *InView*, a cognitive ability test, is administered to grades 2-8. It includes five subtests: sequences, analogies, quantitative reasoning, verbal reasoning-words, and verbal reasoning-context. Through the spring of 2008, *TerraNova, Second Edition* was administered. In the spring of 2009, ADW determined that the schools would administer the *TerraNova, Third Edition*. The content of *TerraNova, Third Edition* is not strictly parallel to the *TerraNova, Second Edition*. Reading, Language and Mathematics tests assess higher depths of knowledge overall and the reading and language items do not share the same theme. *TerraNova, Third Edition* scores should be considered comparable but not strictly interchangeable with scores from previous TerraNovas. It is important to consider content differences when evaluating changes when moving from the second edition to the third.

All students in grades 2-8 are tested. To comply with recommendations from formal psychological/educational evaluations, accommodations are provided during testing to students with identified needs. Test scores also reflect a population which includes students whose primary language is not English.

The *TerraNova, Second and Third Editions* provide individual and group objective performance reports, content area description proficiencies, and norm-referenced information including national and local percentile scores. The *InView* records individual norm-referenced results from all five subtests. The test also provides total nonverbal and verbal scores and a cognitive skills index (CSI) identifying each student's overall cognitive ability relative to other students of the same age nationally. The combination of *TerraNova* and *InView* results provides anticipated achievement scores matched with actual obtained scores.

As evidenced in the data provided, St. Jane de Chantal students consistently perform at a high level on both Second and Third Editions of the *TerraNova* assessments. Scores in reading and math have remained consistent during the five-year period. No significant disparity apparent among grade levels in the test data for reading and mathematics exists.

In the spring of 2010, the eighth grade's national percentile equivalent for reading was 86 which is above the 90<sup>th</sup> percentile National Blue Ribbon minimum score of 73. The mathematics score of 89 significantly exceeds the required score of 72. This high level of achievement is further demonstrated by forty-nine percent of current seventh and eighth grade students who met the qualifying criteria to test for the Johns Hopkins Center for Talented Youth Program.

## 2. Using Assessment Results:

Each spring, the principal and test coordinator present an analysis of the *TerraNova/InView* test results to the faculty. The following fall, the faculty reviews and evaluates the test scores according to subject area and individual student performance. The school profile is used to facilitate the review of school-wide curricular goals, and therefore influences the choice of instructional materials. *TerraNova/InView* scores help implement the necessary curricular changes throughout the grades. Over the course of the past five

years, at periodic intervals, the testing data was the catalyst for revising certain areas including math computation, spelling, reading comprehension and analytical vocabulary. These changes align the curriculum with the newly mandated Archdiocesan Standards and differentiated instructional levels of the students.

Teachers evaluate student progress quarterly through primary, middle, and upper grade level meetings. These meetings consist of in depth discussions of individual student progress and needs. To address identified needs, the school introduced Four Square Writing, Word of the Day, writing portfolios, contest entries, and primary level grammar practice to boost language arts skills. Timed computation drills, expanded use of manipulatives, and small group instruction were also emphasized in the area of mathematics.

In recognizing the varied individual learning styles of the students, the use of SMART Boards was incorporated throughout the curriculum. The Skybox, an enrichment program for grades two through six, challenges small groups of students to experience math in a non-graded, non-stressful, stimulating environment.

Ongoing analysis of the students' needs and achievements, as indicated by the *TerraNova/InView* test results, continues to provide the impetus for changes in the instructional programs at St. Jane de Chantal School.

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

Student performance at St. Jane de Chantal is assessed through a variety of methods to encourage students to excel. Assessments incorporate varied modalities in order to enhance different learning styles. Teachers use formal and informal observations, content specific teacher-made tests, publisher generated tests, standardized tests, portfolios, and projects to evaluate students. Projects may include student demonstrations, speeches, fine arts and electronic presentations.

Regular teacher feedback keeps students informed. Daily formal and informal student-teacher conferences, weekly graded assignments, tests, interim reports and quarterly report cards keep students abreast of their progress. Middle school students' grades are posted on Edline/GradeQuick, an online system aimed at improving communication between parents, students, and teachers. In addition to Edline/GradeQuick, homework organizers, graded assignments, and email correspondence are used to communicate student progress to the parent community.

The *TerraNova* standardized test scores are sent home with the fourth quarter report card. This report includes a detailed summary of specific knowledge, skills, and abilities that were assessed in each area of the test. Parent conferences and forums are held to explain the scoring and use of the data.

Communicating academic success to the community is also very important to St. Jane de Chantal School. The principal shares standardized test information and student achievements with the community through a weekly newsletter, parish staff meetings, and quarterly School Board and Home and School Association meetings.

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

St. Jane de Chantal School is proud of its successes and eager to share these achievements with other schools. St. Jane de Chantal opens its doors to other schools in the Archdiocese of Washington for workshops on curriculum enhancement, resource, pacing guides, and standards.

Most recently, St. Jane de Chantal hosted a successful meeting of administrators and resource specialists from Archdiocesan schools. The meeting was held in the school's assembly areas during a functioning school day. This meeting offered opportunities for administrators from other schools to observe students

in their day to day educational routine. Additionally, in the past calendar year, administrators and educators from Archdiocesan schools came to St. Jane de Chantal for tech-mapping workshops that focused on standards and pacing guides for math. This workshop was also held during a school day and offered the same opportunities for other schools to see students and teachers at work.

St. Jane de Chantal provides articles, pictures, and news events to the Archdiocese of Washington publications *The Parish Times* and *The Catholic Standard*. Often written by Middle School students, the stories serve as a public acknowledgement of St. Jane de Chantal's outstanding achievements and commitment to excellence.

Technology is a key tool for communication. Each homeroom teacher maintains a class webpage on the school's open website. Curriculum, assignments, class news, and accomplishments are listed and made available to parents, students, the administration, and other schools. The school's educational calendar is available, as well as crisis plans and principal notes.

## 1. Curriculum:

St. Jane de Chantal's curriculum strives to meet the academic and developmental needs of each child by following the Archdiocese of Washington Academic Standards.

**Religion:** Catholic identity is the foundation of instruction. Students learn, practice, and spread the faith through whole group instruction, discussion, rosary, presentations, cooperative learning, role playing, and participation in giving projects, retreats, prayer services, liturgies and celebration of the Sacraments. St. Jane de Chantal piloted the new Archdiocese of Washington Religious Education Curriculum.

**Mathematics:** Students learn number sense, computation, algebra readiness and functions, algebra, geometry, measurement, and problem solving. Mathematics is presented through whole group instruction, modeling, manipulatives, cooperative learning, games, audiovisual presentations, and computers. Math teachers relate concepts to the students' world by integrating it across the curriculum. For example: in Social Studies the children study ancient Egypt and discover the math behind the construction of the pyramids. Many students play sports and apply decimal computation to individual swimming and running times. SMART Boards create hands-on opportunities using interactive animations of mathematical tools such as: protractors to enhance geometric and algebraic lessons, puzzles and games to reinforce mathematical accuracy, and online textbook enrichment. The Skybox program provides small groups of students the opportunity to go beyond the textbook. Working as teams, students develop speed, accuracy, higher level computation, critical thinking and problem solving skills.

**Language Arts:** Instruction focuses on phonics, vocabulary, spelling, handwriting, grammar, comprehension, and fluency. The curriculum is literature based. Techniques used to promote comprehensive reading skills include whole and small group instruction, modeling, and cooperative learning. Critical thinking skills are encouraged through writing exercises such as essays, journals, creative writing, research papers, speeches, poems, and plays. Students win recognition annually from the Daughters of the American Revolution essay contest. Some students write and publish Grandparent biographies. Others pursue a yearlong investigation of family history compiling a folklore book. Students compete in The Scripps National Spelling Bee. Dramatic and musical shows are performed throughout the school year.

**Science:** Students are taught principles of investigation through hands-on activities, lab reports, textbook use, digital multimedia presentations, fieldwork, class discussions, and group assignments. This acquired knowledge is used to conduct individual research essential for the school science fair. Students further their understanding of biology and chemistry through the use of microscopes, prepared slides, and approved chemical compounds.

**Social Studies:** Preparing students to be citizens of the world, the social studies program crosses many disciplines. From the importance of communities, to the history of holidays, activities reinforce and illustrate lessons as the children learn about the past and the present. Students discover the global community through early emphasis on map skills, which grow to a more comprehensive study of places and culture. Instruction is presented through cooperative learning, drama, multimedia presentations, projects, speakers, and patriotic programs.

**Spanish:** St. Jane de Chantal meets the criteria for Blue Ribbon foreign language instruction. Spanish is a required course in grades 6-8. Graduates traditionally test into second year high school Spanish.

**Music:** Emphasizing a multicultural approach, students are taught music notation, improvisation, composition and arrangement. Focusing on wide varieties of instruments including the voice, students are

trained to create music through a repertoire of songs. Band, choir, and chimes expose students to a variety of musical forms. Annually, the 6<sup>th</sup> grade performs a musical. The choir has professionally recorded a CD. Student performance venues include The Kennedy Center, National Cherry Blossom Festival, American Federation Pueri Cantores Mid-Atlantic Student Choral Music, St. Matthew's Cathedral, High Note Festival in Pennsylvania, and St. Peter's Basilica.

**Art:** Students learn to create original artwork, while expressing themselves through drawing, painting, creating collages, and other mixed media. Art appreciation is developed through discussion of famous artists, history, critiques, aesthetics, and styles. Students participate in the annual art show and regional contests and win various awards.

**Physical Education:** Developing gross motor skills, improving flexibility, muscular strength, and coordination lead to the overall conditioning of the cardiovascular and respiratory systems. Through team sports and organized games, good sportsmanship is stressed. Students participate in the Presidential Physical Fitness, Hoops for Heart, and an all-school field day.

**Health & Wellness:** Promotion of health, wellness and prevention of disease has been incorporated across the curriculum in the classrooms, during physical education, and through special class projects. A committee for healthier lunches was established resulting in daily healthy lunch options with the goal of promoting lifelong healthy eating.

**Library:** The newly renovated library serves to enhance and support learning at St. Jane de Chantal as it integrates lessons through literature.

**Field Trips:** Enhancing learning across the curriculum, the school avails itself of the opportunities the Nation's Capital offers. Monthly in-school cultural programs augment the curriculum. Popular programs include: Chinese Acrobats, Juggling for Success, and Global Warming.

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

In order to facilitate continuity throughout the grades, the reading curriculum at St. Jane de Chantal School incorporates varied reading and language arts skills as mandated by the Archdiocese of Washington academic standards. These include vocabulary and literary skills, comprehension, fluency, and phonics using the same reading series at the appropriate level starting in kindergarten through sixth grade. The seventh and eighth grade reading series is enhanced with literary selections adhering to the standards.

In the curriculum for grades K-6, students acquire skills through the reading series, letter recognition, oral language, phonemic awareness, high frequency words, shared and creative writing, phonics, silent reading (DEAR), and reading comprehension. These skills are taught in order to build a firm literary foundation that will continue to develop as they become independent, fluent readers. Using written, oral, visual, and audio instruction, differentiated lessons are implemented to broaden students' understanding of reading comprehension for the further fostering of students' independent abilities to complete cross-curricular activities.

Literary and critical analysis and inference is the foundation of the reading curriculum in grades 7 and 8. Students focus on classic novels and theatrical works by such distinguished authors as Charles Dickens, Harper Lee, Lois Lowry, and Anne Frank. Poetry, prose, journals, expository, persuasive, narrative, and descriptive essays and speeches are written and read to broaden their cross-curricular and creative comprehension. Students develop theses for research papers on non-fiction works for exposure to many different literary genres.

Efforts to improve reading skills of students who may be reading below grade level are delivered in a variety of methods. Small group and individual instruction is afforded to students through the Resource

Program. This differentiated instruction program includes resources such as Phonographix, Read Naturally, and Kurzweil.

### **3. Mathematics:**

Mathematics: In addition to the math curriculum described in Section 1, St. Jane de Chantal has made an effort to improve math skills by differentiating instruction for students who are above and below grade level.

Efforts St. Jane de Chantal faculty make to improve the mathematics skills of children who are performing below grade level or are underachieving are ongoing and skill based. A student's individual abilities are assessed and effective strategies are implemented using a multidimensional and systematic approach providing lessons which promote concept understanding and skill work. The classroom teachers work in closely with the Resource staff to implement math reinforcement.

Some instructional techniques used in the remediation process are; working with math manipulatives, the Singapore Math program for word problems, electronic games like Funbrain, fact tables and procedure cards. Additionally, math-based literature, songs, poems, and raps appeal to the auditory learner. all designed to reinforce basic mathematics skills and understanding.

The St. Jane de Chantal SKYBOX Program is a non-graded exciting way for students to actively engage in different and many times challenging methods that develop and or expand mathematical concepts from concrete to abstract.

The program uses math games and math activities giving students the opportunity to develop their individual learning styles, build self –confidence, demonstrate their understanding of basic math skills, spatial reasoning skills, and enhance their reasoning abilities using deductive logic puzzles.

Students are encouraged to use creative problem strategies and take educational risks in the student empowered mathematical environment.

Some of the grade related games develop and expand math knowledge, basic skills and content using graphics, word problem format as well as incorporating real world experiences.

Students are actively involved either with partners, small groups, or individually, depending on the activities. St. Jane de Chantal continues to evaluate and update our SKYBOX Program through faculty and student evaluations on a yearly basis.

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

To further the mission of providing students with challenging academics and an innovative curriculum in a contemporary environment, St. Jane de Chantal has implemented school-wide technology initiatives including SMART Boards, a computer lab, and web-based curriculum programs. Additionally, teachers are provided with a classroom computer and a personal laptop.

SMART Board technologies are present in K-8 classrooms. All faculty members have completed SMART Board training to understand its capabilities in enhancing curriculum presentations. Students become participants in personal educational advancement by engaging in interactive projects in conjunction with SMART Board lessons. For example, the grade 7 reading class used the SMART Board to present student created movies of alternate endings for *The Giver* by Lois Lowry. Instruction is supported by the use of web and textbook related programs. School-wide licensure is utilized with programs such as Discovery Education, *Inspiration*, *Kidspiration*, Kurzweil, and Classroom Suite.

Using a school-wide server, students and teachers have daily access to computers that are used in classrooms, the resource room, and the library. The computer lab is equipped with thirty-two computers that are utilized on a weekly basis in computer class. The computer teacher, in coordination with classroom teachers, plan cross-curricular lessons that enable the students to develop word processing and media skills that can be applied directly to curriculum assignments, projects, and presentations.

The computer program is structured to provide a progression of technical skills. The primary grades focus on keyboard recognition, basic computer functions, and the manipulation of colors and pictures. Upper grades concentrate on internet research and Microsoft Office Suite.

The technology program at St. Jane de Chantal has positively impacted student achievement by allowing for differentiated instruction. Technology has helped St. Jane de Chantal to advance its mission of providing students with a contemporary environment in which they can excel.

## **5. Instructional Methods:**

St. Jane de Chantal School provides a positive educational environment for students of varying academic ability and methods of learning. Teachers employ a comprehensive approach that encourages each child to achieve success according to his or her potential and individual style of mastering material and new skills.

During teacher orientation, grade-level teachers meet to discuss goals and objectives for the year. On-site workshops enhance teachers' ability to integrate technology into lesson plans. Each spring the faculty collaborates on the selection of textbooks and instructional materials based on a thorough analysis of standardized test scores and an evaluation of diverse student needs. This annual review assures adoption of researched-based resources.

Teachers use differentiated instructional strategies that take into consideration the multiple intelligences of students. Strategies include lecture, large and small group instruction and interaction, drills for review and reinforcement, oral discussion and questioning, SMART Board activities, manipulatives, guided reading, and drama. To ensure success, teachers modify curriculum, methods of instruction, and assessment to address the needs of individual learners including students of lower achievement as well as those recognized as gifted. Within the language arts curriculum students engage in writing competitions sponsored by organizations including, the National Society of the Daughters of the American Revolution, Arena Stage, Maryknoll Fathers and Brothers, *Anthology of Poetry for Youth*, and *The Washington Post*. Teachers regularly evaluate instructional strategies and aim to use the strategies that prove to be effective.

The principal reviews teacher lesson plans weekly and conducts formal and informal teacher and student classroom observations. Faculty members meet weekly to evaluate teaching objectives and achievement during faculty, grade-level, and departmental meetings. Teachers use professional development workshops, college courses, and other continuing education opportunities to improve the learning environment for the students.

## **6. Professional Development:**

Professional development, a high priority for faculty advancement, is an on-going process deemed necessary for student achievement. The Archdiocese of Washington provides learning opportunities for all teachers. Diocesan officials have conducted workshops on English Language Learners, Student Assistant Teams, Brain Development, Data Driven Assessment and Testing Practices. Because teachers need to be content specialists and lifelong learners, they are encouraged to attend workshops and conferences that focus on current trends in education. Teachers are also encouraged to pursue advanced degrees. Funds are available through the Home and School Association to support faculty continuing education.

Throughout the school year, teachers take advantage of professional development opportunities. Teachers participate in courses sponsored by the Lab School of Washington, the Bureau of Education and Research, Staff Development for Educators, Trinity University and workshops offered by neighboring private schools. During weekly faculty meetings the faculty share information learned from workshops. A consultant from University of Pennsylvania is contracted each year to teach a course on reading strategies and writing skills. Every summer the faculty is required to read two books that are related to current topics on education and/or children. Parents are also invited to read the selected books. Parent/teacher discussion groups come together to share information and ideas that benefit the children.

St. Jane de Chantal hires consultants throughout the school year to provide computer and SMART Board training to faculty and staff.

## **7. School Leadership:**

St. Jane de Chantal school operates under the authority of the Archdiocese of Washington. The administrative team is composed of the pastor and principal who work closely with the School Advisory Board, which is comprised of school parents, parishioners, the Home and School Association president, and one faculty member.

The Sisters of Charity selected the first lay principal based upon her personal connection with the school. She embodies the ideals that are deeply rooted in the Sisters' philosophy of education and service. She was in the school's first graduating class, a parent of four students and a teacher for six years. She has been principal for twenty-three years and has three grandchildren in the school. Other teachers have had similar journeys through St. Jane de Chantal. Currently, four faculty members are St. Jane de Chantal graduates whose children attend the school as well. This thread of first hand experience has woven the years together, preserving traditions while moving forward with innovations of the twenty-first century. The principal works in collaboration with faculty to implement curriculum standards of the Archdiocese of Washington. Each year begins with a faculty retreat and goal sharing. Weekly meetings address curriculum needs. Teacher evaluations are conducted through classroom observation, review of student achievement and teacher conferences.

The principal believes that in order to have a successful school, parents and teachers must be in tandem with the goal of providing the children with a safe environment and quality education. She believes it is important, as a leader, to be present to faculty, parents, and children. Each morning she opens the door and greets each of the 505 children by name. From kindergarten orientation, each sacramental ceremony and onto high school placement and graduation, the principal is a guiding presence in the lives of the school families.

# PART VI - PRIVATE SCHOOL ADDENDUM

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>\$5220</u> | <u>\$5220</u> | <u>\$5220</u> | <u>\$5220</u> | <u>\$5220</u> | <u>\$5220</u> |
| K             | 1st           | 2nd           | 3rd           | 4th           | 5th           |
| <u>\$5220</u> | <u>\$5220</u> | <u>\$5220</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) \$5850

5. What is the average financial aid per student? \$100

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? 48%

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 2

Test: TerraNova

Edition/Publication Year: 2nd 2000/3rd edition  
2007

Publisher: CTB/McGraw-Hill

Scores reported as:  
Percentiles

|   | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month   | Mar       | Mar       | Apr       | Mar       | Mar       |
| <b>SCHOOL SCORES</b>  |           |           |           |           |           |
| Average Score   | 82        | 83        | 64        | 69        | 80        |
| Number of students tested   | 55        | 64        | 62        | 60        | 61        |
| 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> All scores reported are the "NP of the NCE". TerraNova 3rd Edition was used beginning in Spring 2009. |           |           |           |           |           |

11PV28

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 2

Test: TerraNova

Edition/Publication Year: 2nd 2000/3rd edition  
2007

Publisher: CTB/McGraw-Hill

Scores reported as:  
Percentiles

|   | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month   | Mar       | Mar       | Apr       | Mar       | Mar       |
| <b>SCHOOL SCORES</b>  |           |           |           |           |           |
| Average Score   | 77        | 74        | 67        | 75        | 69        |
| Number of students tested   | 55        | 64        | 62        | 60        | 61        |
| 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> All scores reported are the "NP of the NCE". TerraNova 3rd Edition was used beginning in Spring 2009. |           |           |           |           |           |

11PV28

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: TerraNova

Edition/Publication Year: 2nd 2000/3rd edition  
2007

Publisher: CTB/McGraw-Hill

Scores reported as:  
Percentiles

|   | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month   | Mar       | Mar       | Apr       | Mar       | Mar       |
| <b>SCHOOL SCORES</b>  |           |           |           |           |           |
| Average Score   | 73        | 74        | 70        | 71        | 68        |
| Number of students tested   | 60        | 58        | 60        | 57        | 56        |
| 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> All scores reported are the "NP of the NCE". TerraNova 3rd Edition was used beginning in Spring 2009. |           |           |           |           |           |

11PV28

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: TerraNova

Edition/Publication Year: 2nd 2000/3rd edition  
2007

Publisher: CTB/McGraw-Hill

Scores reported as:  
Percentiles

|   | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month   | Mar       | Mar       | Apr       | Mar       | Mar       |
| <b>SCHOOL SCORES</b>  |           |           |           |           |           |
| Average Score   | 65        | 68        | 74        | 73        | 69        |
| Number of students tested   | 60        | 5358      | 60        | 57        | 56        |
| 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> All scores reported are the "NP of the NCE". TerraNova 3rd Edition was used beginning in Spring 2009. |           |           |           |           |           |

11PV28

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: TerraNova

Edition/Publication Year: 2nd 2000/3rd edition  
2007

Publisher: CTB/McGraw-Hill

Scores reported as:  
Percentiles

|   | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month   | Mar       | Mar       | Apr       | Mar       | Mar       |
| <b>SCHOOL SCORES</b>  |           |           |           |           |           |
| Average Score   | 73        | 74        | 81        | 75        | 81        |
| Number of students tested   | 56        | 59        | 54        | 55        | 55        |
| 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> All scores reported are the "NP of the NCE". TerraNova 3rd Edition was used beginning in Spring 2009. |           |           |           |           |           |

11PV28

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: TerraNova

Edition/Publication Year: 2nd 2000/3rd edition  
2007

Publisher: CTB/McGraw-Hill

Scores reported as:  
Percentiles

|   | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month   | Mar       | Mar       | Apr       | Mar       | Mar       |
| <b>SCHOOL SCORES</b>  |           |           |           |           |           |
| Average Score   | 74        | 80        | 81        | 75        | 81        |
| Number of students tested   | 56        | 59        | 54        | 55        | 55        |
| 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> All scores reported are the "NP of the NCE". TerraNova 3rd Edition was used beginning in Spring 2009. |           |           |           |           |           |

11PV28

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: TerraNova

Edition/Publication Year: 2nd 2000/3rd edition  
2007

Publisher: CTB/McGraw-Hill

Scores reported as:  
Percentiles

|   | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month   | Mar       | Mar       | Apr       | Mar       | Mar       |
| <b>SCHOOL SCORES</b>  |           |           |           |           |           |
| Average Score   | 78        | 86        | 70        | 70        | 75        |
| Number of students tested   | 58        | 59        | 55        | 57        | 55        |
| 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> All scores reported are the "NP of the NCE". TerraNova 3rd Edition was used beginning in Spring 2009. |           |           |           |           |           |

11PV28

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: TerraNova

Edition/Publication Year: 2nd 2000/3rd edition  
2007

Publisher: CTB/McGraw-  
Hill

Scores reported as:  
Percentiles

|   | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month   | Mar       | Mar       | Apr       | Mar       | Mar       |
| <b>SCHOOL SCORES</b>  |           |           |           |           |           |
| Average Score   | 80        | 83        | 76        | 83        | 82        |
| Number of students tested   | 58        | 59        | 55        | 57        | 55        |
| 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> All scores reported are the "NP of the NCE". TerraNova 3rd Edition was used beginning in Spring 2009. |           |           |           |           |           |

11PV28

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6

Test: TerraNova

Edition/Publication Year: 2nd 2000/3rd edition  
2007

Publisher: CTB/McGraw-  
Hill

Scores reported as:  
Percentiles

|   | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month   | Mar       | Mar       | Apr       | Mar       | Mar       |
| <b>SCHOOL SCORES</b>  |           |           |           |           |           |
| Average Score   | 85        | 78        | 76        | 78        | 78        |
| Number of students tested   | 54        | 53        | 56        | 51        | 53        |
| 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> All scores reported are the "NP of the NCE". TerraNova 3rd Edition was used beginning in Spring 2009. |           |           |           |           |           |

11PV28

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6

Test: TerraNova

Edition/Publication Year: 2nd 2000/3rd edition  
2007

Publisher: CTB/McGraw-  
Hill

Scores reported as:  
Percentiles

|   | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month   | Mar       | Mar       | Apr       | Mar       | Mar       |
| <b>SCHOOL SCORES</b>  |           |           |           |           |           |
| Average Score   | 85        | 80        | 76        | 78        | 77        |
| Number of students tested   | 54        | 53        | 56        | 51        | 53        |
| 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> All scores reported are the "NP of the NCE". TerraNova 3rd Edition was used beginning in Spring 2009. |           |           |           |           |           |

11PV28

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 7

Test: TerraNova

Edition/Publication Year: 2nd 2000/3rd edition  
2007

Publisher: CTB/McGraw-Hill

Scores reported as:  
Percentiles

|   | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month   | Mar       | Mar       | Apr       | Mar       | Mar       |
| <b>SCHOOL SCORES</b>  |           |           |           |           |           |
| Average Score   | 85        | 89        | 89        | 89        | 90        |
| Number of students tested   | 49        | 52        | 48        | 52        | 50        |
| 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> All scores reported are the "NP of the NCE". TerraNova 3rd Edition was used beginning in Spring 2009. |           |           |           |           |           |

11PV28

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 7

Test: TerraNova

Edition/Publication Year: 2nd 2000/3rd edition  
2007

Publisher: CTB/McGraw-Hill

Scores reported as:  
Percentiles

|   | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month   | Mar       | Mar       | Apr       | Mar       | Mar       |
| <b>SCHOOL SCORES</b>  |           |           |           |           |           |
| Average Score   | 79        | 83        | 77        | 84        | 89        |
| Number of students tested   | 49        | 52        | 48        | 52        | 50        |
| 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> All scores reported are the "NP of the NCE". TerraNova 3rd Edition was used beginning in Spring 2009. |           |           |           |           |           |

11PV28

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 8

Test: TerraNova

Edition/Publication Year: 2nd 2000/3rd edition  
2007

Publisher: CTB/McGraw-Hill

Scores reported as:  
Percentiles

|   | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month   | Mar       | Apr       | Apr       | Mar       | Mar       |
| <b>SCHOOL SCORES</b>  |           |           |           |           |           |
| Average Score   | 89        | 86        | 88        | 88        | 87        |
| Number of students tested   | 54        | 47        | 53        | 51        | 49        |
| Percent of total students tested  | 100       | 100       | 100       | 100       | 100       |
| Number of students alternatively assessed   | 0         | 0         | 0         | 0         | 0         |
| Percent of students alternatively assessed  | 0         | 0         | 0         | 0         | 0         |
| <b>SUBGROUP SCORES</b>  |           |           |           |           |           |
| <b>1. 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> All scores reported are the "NP of the NCE". TerraNova 3rd Edition was used beginning in Spring 2009. |           |           |           |           |           |

11PV28

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 8

Test: TerraNova

Edition/Publication Year: 2nd 2000/3rd edition  
2007

Publisher: CTB/McGraw-Hill

Scores reported as:  
Percentiles

|   | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month   | Mar       | Mar       | Apr       | Mar       | Mar       |
| <b>SCHOOL SCORES</b>  |           |           |           |           |           |
| Average Score   | 86        | 82        | 83        | 87        | 83        |
| Number of students tested   | 54        | 47        | 53        | 51        | 49        |
| Percent of total students tested  | 100       | 100       | 100       | 100       | 100       |
| Number of students alternatively assessed   | 0         | 0         | 0         | 0         | 0         |
| Percent of students alternatively assessed  | 0         | 0         | 0         | 0         | 0         |
| <b>SUBGROUP SCORES</b>  |           |           |           |           |           |
| <b>1. 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> All scores reported are the "NP of the NCE". TerraNova 3rd Edition was used beginning in Spring 2009. |           |           |           |           |           |

11PV28