

PART I - ELIGIBILITY CERTIFICATION

11PV33

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
4. Number of years the principal has been in her/his position at this school: 22
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	29	20	49		6	21	30	51
K	25	18	43		7	27	30	57
1	23	30	53		8	31	20	51
2	25	30	55		9	0	0	0
3	26	22	48		10	0	0	0
4	24	24	48		11	0	0	0
5	36	32	68		12	0	0	0
Total in Applying School:								523

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
17 % Asian
4 % Black or African American
5 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
72 % White
1 % Two or more races
100 % Total

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

7. Student turnover, or mobility rate, during the 2009-2010 school year: 3%

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.	9
(2)	Number of students who transferred <i>from</i> the school after October 1, 2009 until the end of the school year.	7
(3)	Total of all transferred students [sum of rows (1) and (2)].	16
(4)	Total number of students in the school as of October 1, 2009	536
(5)	Total transferred students in row (3) divided by total students in row (4).	0.03
(6)	Amount in row (5) multiplied by 100.	3

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

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

Number of languages represented, not including English: 2

Specify languages:

Korean and Tagalog

9. Percent of students eligible for free/reduced-priced meals: 10%
 Total number of students who qualify: 52

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.

St. Matthew's does not participate in the free and reduced-priced school meals program, however, an estimation of the number of students from low income families is 10%. This figure was calculated based on the number of requests (52 students) for tuition assistance. St. Matthew's receives data from FACTS Grant Aid & Assessment and allocates tuition based on need.

10. Percent of students receiving special education services: 9%
 Total number of students served: 46

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>2</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>11</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>1</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>27</u>	<u>1</u>
Special resource teachers/specialists	<u>7</u>	<u>2</u>
Paraprofessionals	<u>12</u>	<u>3</u>
Support staff	<u>12</u>	<u>7</u>
Total number	<u>60</u>	<u>13</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: 16:1

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	98%	99%	98%	99%	99%
Daily teacher attendance	97%	97%	98%	97%	98%
Teacher turnover rate	3%	3%	6%	3%	3%
High school graduation rate	0%	0%	0%	0%	0%

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

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

Graduating class size:	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
Total	_____ 0%

On Sept. 3, 1963, St. Matthew's School opened to teach grades one and two. Its charter to provide a Catholic education was supported by religious orders through 1984. With a lay faculty thereafter, the mission continued and the school's population grew. Building and program growth have been steady throughout the past 46 years.

Over nearly a half-century, the school has become an integral part of the fabric of Hampton Roads and Virginia. It prepares students for continued success in the classroom after graduation. It reaches out to the broader region through community service. St. Matthew's has even stepped in to assist other local schools when they need teachers or special instruction.

The school administration has led the way to the school's growth and development. A gymnasium, cafeteria expansion, middle school wing, and new pre-school building were all built during the 1990s. An "adopt-a-student" fund was established to further allow Catholic education for students who could not afford tuition. A crisis management plan was established for student safety. New playground equipment has encouraged more activity. During this growth period, the faith community had blossomed with "prayer-buddy" relationships, prayer tables in classrooms and more religious resources for the teachers. Additionally, athletics offerings at St. Matthew's grew from just basketball, to cheerleading, volleyball, golf, track, cross country, soccer and field hockey.

St. Matthew's instructional programs have consistently maintained a standard of excellence. St. Matthew's challenges its students to constantly work to their potential. It employs a part-time guidance counselor and full-time nursing assistants. It provides four therapists for the NILD (National Institute of Learning Disabilities) program, a part-time teacher's aide for each Pre-Kindergarten through second grade class, two part-time aides for the middle school to assist students with special needs and offers Spanish I and geometry to qualifying students in the eighth grade. During the last decade St. Matthew's built a new wing that includes five classrooms, an enlarged music and art room, an NILD center and a media center that also contains a tele-conferencing room.

St. Matthew's School establishes its mission by first meeting the needs of the faith community, thus ensuring that Catholic education flows through its decisions and activities. Spiritual needs are met through religious observances and atmosphere, such as communal prayers, Masses, prayer services, and religious plays throughout the year. Community needs are met by canned food collections, Pennies for the Poor, Toys for Tots, and the St. Jude math-a-thon. The mission of Catholic education comes alive in the daily choices made by teachers and staff who are guided by the teacher handbook, annual themes, supportive discipline systems and many Catholic resource materials.

The welcoming spirit of St. Matthew's School includes the school and the wider parish communities. This includes mentor programs that are in place for new families and all middle school students, Grandparents Day which welcomes the elders, parents and other significant people in the children's lives, and scouting programs, which is an open invite to all in the community. Additionally, scholarship programs provide financial assistance to those who desire a Catholic education but are unable to afford one. An "Open-Door Policy" allows parents and prospective families to visit classrooms.

St. Matthew's School is committed to equity as well as diversity within its walls, on the gym floor and on the playground, in the library and in the hallways. Teams of teachers meet to address developing needs of students and provide meaningful alternatives such as Discovery (NILD) therapy, Catholic Charities services and bibliotherapy. Religious formation is foremost and integrated into each classroom in prayer tables, Catholic subscriptions, class fundraisers for charities, Holocaust victim's visits, and the sharing of space with parish Religious education classes. St. Matthew's School students and staff alike broaden their understanding of Catholic faith in preparing well as catechists, participating in the sacraments including Reconciliation, celebrating retreat days, crowning Mary's statue in May and serving volunteer hours.

St. Matthew's School is well aware of the implications of its vision and purpose and works collaboratively to meet these standards and achieve measurable outcomes.

1. Assessment Results:

St. Matthew's School students in grades one through seven participate in the Terra Nova Standardized Test program each spring. The Office of Catholic Schools of the Diocese of Richmond forwards a summary report of testing results for all diocesan schools. Percentile totals for each curriculum area are displayed. We conduct a thorough analysis of this data to identify strengths and weaknesses in all areas of learning. The data is used to develop a school-wide learning plan that is used by teachers in their instructional planning for the year.

St. Matthew's is one of 32 schools in the diocese. Over the past three years, scores in both reading and math have been above the diocesan percentiles for grades three, six and seven. During this same time, the norm-referenced scores have consistently placed St. Matthew's in the top ten percent of schools in the nation. Since using TerraNova, outstanding achievement is clear when compared to the National Percentile of the Mean Normal Curve Equivalent. Scores have consistently increased since 2005, and the total scores of the sixth and seventh grade are in the 83rd and 90th percentile, respectively. Particularly noteworthy are our middle school reading and math scores during the period 2005-2010, which have averaged in the 79th percentile and the 82nd percentile, respectively.

The eighth grade students are recognized with the President's Award for Academic Excellence. The criteria is a 90% average throughout their middle school years and at least a score of 85% on a standardized test in math or language arts. Typically, nearly 50% of the graduating class is recognized with this prestigious award.

Besides TerraNova, St. Matthew's uses the Scholastic Kindergarten Test, the Assessment of Catechesis Religious Education (ACRE) Test, National Institute of Learning Development (NILD) informal testing, and in-house testing to assign students to appropriate math and reading groups. Subsequent analysis of various testing data is one of many tools we use to ensure students are placed in appropriate groups and given the opportunity to succeed.

St. Matthew's student math scores continue to place well above the national norm. Strengthening our math program continues to be a priority. We identify students beginning in the third grade who are performing either below or above level in mathematics and place them in an appropriate group. By the time students reach middle school, they are divided into four separate math groups each designed to challenge the student as well as ensure the student can be successful. Besides a structured pre-algebra program, we offer Algebra I to both seventh and eighth grade students, as well as geometry (a tenth grade level course) to eighth grade students. All Algebra I students must pass a diocesan final exam to receive high school credit. Geometry students must pass the Bishop Sullivan Catholic High School (BSCHS) final exam to receive high school credit. St. Matthew's is proud of the fact that our Algebra I and geometry students have a 100% pass rate on their final exams and have been awarded high school credit since the program's inception in 1994.

St. Matthew's students continue to excel in high school and beyond. By way of example, during last year's National Honor Society program at BSCHS, ten former St. Matthew's students were inducted as sophomores. In the past three years, three St. Matthew's graduates have been valedictorian or salutatorian at BSCHS.

2. Using Assessment Results:

The administration, the testing coordinator, and the classroom teachers review the TerraNova results each year, and they identify the overall profile of strengths and weaknesses for each grade level. At the

beginning of the following school year, the results are scrutinized more closely in order to establish a specific learning plan for the school, for each grade level, and for each student. Information gathered from the testing is used to direct instruction and guide curriculum decisions. Teachers use the data to develop a classroom profile that guides instruction and provides the basis for flexible group instruction in the classroom.

Trends in test data are also analyzed to make decisions regarding yearly learning plans, changing or re-emphasizing curriculum, when considering new textbooks and materials, and when deciding to order remedial or alternative program materials. Learning plans are reviewed frequently at unit meetings, and a copy is sent to the office of Catholic Schools.

Test data revealed that math scores were consistently lower in the younger grades. This led to a change of the mathematics program in which students are identified starting in the third grade who are either performing above or below level. When students reach middle school they are placed in an appropriate level math class to ensure they are successful. All students will graduate eighth grade fully prepared to be successful in math at the high school level, while a percentage will be ready to take either geometry or Algebra II as freshman.

An analysis of the TerraNova test scores indicated that scores in math and language were consistently higher than reading. This trend was the stimulus for administration and grade-level teachers to meet to consider ways to develop new strategies that would enhance reading instruction and increase student achievement. These meetings led to the purchasing and implementation of the *2009 Scott Foresman Reading Street Program* in grades kindergarten through five. Additionally, St. Matthew's instituted a summer reading program for the middle schools with the aim to foster a love of reading and improve reading proficiency.

3. Communicating Assessment Results:

Communication between teachers and parents is a priority at St. Matthew's, and we utilize several methods to communicate student performance. In 2009 we purchased EDLINE and SchoolReach to enhance communication to our parents. Teachers update grades at least every two weeks and post projects, tests, and homework. Additionally, students and parents in grades kindergarten through five receive weekly folders in which work and weekly progress reports are sent home to parents. Computerized progress reports for all students are sent home every four weeks, and computerized report cards are distributed at the end of each nine weeks. Individual student achievement is recognized each quarter through the Principal's List (all A's) and Honor Roll (A's and B's). Student's who achieve these honors are given a bumper sticker and are encouraged to share their success with the community by displaying the bumper sticker. Formal school conferences are held each November, and parents and teachers are encouraged to hold conferences throughout the year as needed.

Individual student results are shared with parents in a Terra-Nova home report. The home report helps inform parents about their student's academic progress. St. Matthew's encourages parents to become more involved in the learning process based on these results. The home report is easy to understand and is especially beneficial in parent-teacher conference. This report provides the student's current level of understanding of each academic area assessed. The bar graph shows individual student performance compared to students nationally. This profile helps to identify individual student's relative strengths and weaknesses. The bar graph also permits parents and teachers to interpret the student's performance as above-average, average, or below average compared to national percentiles.

Annually, data from Terra Nova testing is presented to the entire faculty. Teachers meet, analyze results and identify strengths and weaknesses. Instructional needs are identified from this data and a school-wide learning plan is developed and implemented. Results from the spring testing are sent home to parents with an informational letter to help them interpret results for their child. Parents are encouraged to meet with teachers or the administration for further clarification of the testing results.

4. Sharing Lessons Learned:

St. Matthew's School is proud of its accomplishments and shares its success each year with other schools. Teachers eagerly exchange ideas with colleagues at diocesan meetings, and neighboring diocesan schools are invited to St. Matthew's for staff development workshops. Administration and staff share opportunities for professional growth through e-mails and quarterly principals' meetings. Several teachers serve on the diocesan curriculum councils for mathematics, technology and the arts. Faculty members have also participated in visiting teams for the Virginia Catholic Education Association (VCEA) and Southern Association of Colleges and Schools and the Council on Accreditation and School Improvement (SACSCASI) accreditation process.

St. Matthew's holds yearly Jeopardy tournaments for grades five through eight. Approximately 100 students participate each year. Over 2,000 questions in various categories were written by administration and teachers. St. Matthew's communicated the popularity of this event to other schools and provided the questions for them to use to hold their own tournaments. Additionally, St. Matthew's recently started four extremely popular educational clubs: chess, forensics, lego-league and geo-caching. The success of these clubs has been shared with other diocesan schools with offers to help establish their own clubs.

St. Matthew's has an outstanding reputation for sharing its strengths and accomplishments with other schools. Recently, a neighboring diocesan school lost its Algebra I teacher during the last month of school. St. Matthew's volunteered to provide its assistant principal (a certified secondary mathematics teacher) to drive to the school each day and teach the course. The result was that eighth graders who had prepared all year for the diocesan algebra I exam received continuity of instruction that which otherwise wouldn't have occurred.

St. Matthew's offers a "Discovery" program for special needs students. We are privileged to have a highly qualified special education teacher who runs this program. During the recent school year we provide two other diocesan schools that do not have this expertise with her services. She spends one day per week at these two schools providing service to children.

1. Curriculum:

The St. Matthew's School curriculum follows guidelines based on national standards established by the Office of Catholic Schools for the Diocese of Richmond. The curriculum addresses the needs of the individual student, building fundamental skills and fostering higher-level thinking abilities. Lessons are designed to be differentiated, engaging, integrated, rigorous and challenging.

The **religion** program demonstrates a distinct Christ-centered Catholic mission by working collaboratively with parents and the parish to ensure active participation in the life of the Church. We provide quality faith formation where tradition, teachings and values are integrated throughout the curriculum. Our welcoming spirit encourages clergy and parish staff to be an integral and supportive part of our foundation.

The **mathematics** program is a challenging, multifaceted and integrated curriculum designed to encourage students to maximize their learning potential and to relate the curriculum to life experiences. Students in kindergarten through fifth grade build basic math and problem-solving skills, while middle school students enhance their critical thinking and further enhance their problem-solving skills. The middle school math program has courses ranging from basic math to high school geometry.

Throughout the **language arts** program, extensive study and practice of grammar, writing, reading and vocabulary are woven into each class time in differentiated styles allowing students to master the given concepts. Opportunities are given for the students to develop and improve writing skills through research assignments, journaling, peer-review, a variety of poetry writing, personal narratives, and short story fiction writing. Literature is also incorporated into the program, including reading and studying poetry, short stories, and autobiography, biography, fiction, non-fiction, mystery, science-fiction and mythology novels. Novels are introduced as early as the fourth grade. In addition, middle school students participate in a summer reading program.

The **science** curriculum emphasizes research and discovery experiences through hands-on exploration of scientific concepts. Lessons develop analytical thinking and a general science knowledge foundation utilizing the scientific building blocks of inquiry, laboratory investigation, classification, questioning, forming hypotheses, analyzing results and drawing conclusions. While class lecture is used, there is much diversified learning with lab experiments, demonstrations and project-based instruction. An annual science fair showcase experiments that utilize these principles and practices.

The **social studies** program is focused on developing and reinforcing geographical, cultural, historical and socio-political knowledge based on diocesan, state and national standards. Students in grades kindergarten through three obtain general knowledge of community, culture and place with historical content. Grades four and five concentrate solely on Virginia History and United States history. Middle school students receive interactive, challenging instruction in world history and cultures, United States history and civics. The entire student body participates in activities surrounding local and national elections.

Teachers are encouraged to integrate **technology** into the curriculum through use of classroom smartboards, which are in each classroom. Students in each grade level receive computer instruction in our computer lab. Internet access is available from over 120 of our 130 computers. Teachers have access to our media center, which includes a Polycom teleconference center and a SmartTech Symposium for instructional use. The fourth grade recently collaborated with a fourth-grade class in Kentucky on a teleconferencing project.

St. Matthew's School is in compliance with the program's **Foreign language** requirements. Foreign Language instruction is provided weekly to every student in grades Pre-K to grade five, integrating technology in each lesson. Primary students combine the dynamics of praying, listening and speaking with Spanish songs and games. Seventh grade students are taught Spanish one period per week. Eighth grade students are offered Spanish I for high school credit. Spanish classes are based on the immersion technique of speaking, hearing, writing and reading in the language. After the first few weeks, eighth grade students are encouraged to speak only Spanish during class.

The **art** program at St. Matthew's is collaborative across the curriculum involving math, science, language arts, religion and social studies. Students learn about artists from around the world to local artists from Virginia. Self-expression is encouraged through multiple mediums of drawing, clay and paint.

All Students participate in a weekly **music** class covering areas that include dance and movement, performing on classroom percussion instruments, music appreciation, theory and music history. Two choirs (elementary and middle school) perform under the direction of the general music teacher several times a year. Middle school students participate in Student Night at the Opera, an evening field trip to Virginia Opera's dress rehearsal performances four times a year. Additionally, every student at St. Matthew's is involved in one major stage production each year.

The **physical education and health** program assesses the fitness and ability levels of each student on a regular basis. Students explore health and wellness by studying topics relating to personal, social, mental, and physical health. The President's Physical Fitness Challenge Test is administered annually in grades one through eight. The physical education department also sponsors a number of one-mile challenges throughout the year.

2. Reading/English:

St. Matthew's **Reading/English** curriculum uses a basal reading approach to learning because it provides organized and clear instruction on the five core elements critical to reading success: phonemic awareness, phonics, fluency, vocabulary and text comprehension. The program is designed to meet the needs of all students by prioritizing skill instruction at each grade level, so teachers can be assured they will focus on the right reading skill, at the right time, and for every student. We use the *Scott Foresman Reading Street* series which was chosen for its pioneering integration of new literacies.

Differentiated instruction is made possible with our approach because we provide instructional support for below, on level, and advanced students. The theme of the story is written for students in each category. It is a complete approach that fully integrates language arts, including writing, grammar and spelling with social studies and science.

St. Matthew's provides a wide variety of genres. The students are exposed to a combination of fiction and non-fiction. Students are introduced to informational texts as well as poetry and plays, in order to expose various styles of writing.

The reading program places a strong emphasis on progress-monitoring beginning with diagnosing and differentiating by using a Baseline Group Test that is grade level specific and provides initial placement information for grouping for instruction. Weekly selection tests are administered to check for comprehension and monthly benchmark tests are given to check mastery of unit skills. End-of Year Benchmark Assessments are used to measure a student's mastery of program skills covered during the year and assist with placement for the upcoming year. This also help teachers to assess the progress made from the beginning of the school year. The program also includes the use of technology. Students are able to take tests online as well as read the differentiated reading selections. When students leave St. Matthew's, they are articulate, well-rounded, and ready for the next step in the process of learning.

3. Mathematics:

St. Matthew's goals are to provide a challenging, multifaceted, and integrated curriculum, to encourage students to maximize their learning potential, and to relate the curriculum to life experiences. The **mathematics program** is aligned with these goals.

In grades kindergarten through five, establishing a strong foundation in basic math skills and relating those skills to life experiences is emphasized. Computers and smart boards are utilized to teach, enrich, and reinforce the learning process. Teaching strategies are employed to accommodate diverse learning styles to include cooperative learning, peer learning (grouping), guided experimentation (discovery) and differentiated instruction. Manipulatives are used extensively to develop critical thinking skills and to demonstrate various problem solving strategies.

Over the past 20 years, the math curriculum in the middle school has evolved from teaching basic math concepts to all students to one that offers a multilevel program based on a student's math ability and past performance. The curriculum is consistent with the Diocese Consensus Curriculum and in keeping with the highest standards to prepare students to meet the challenges of high school. Today, students who are identified in elementary grades as possessing high math ability can advance in math course work to take pre-algebra in sixth grade, algebra I in seventh grade and geometry in eighth grade. These students are tasked with a very challenging math curriculum that is fast paced, includes algebra II topics, emphasizes the solution of complex word problems, and incorporates the use of graphing calculators. Students must satisfactorily complete the Richmond Diocesan algebra exam to receive algebra I credit. The geometry course is the same course taught at Bishop Sullivan High School (BSCHS), where students must take the final exam. The highest-level advanced math program (five through eight) is taught by an accredited secondary school educator. Our second advanced math program (six-eight), starts with sixth-grade students taking an advanced general math course, followed by pre-algebra and algebra I. The students in this program are high achievers, but do not demonstrate the same math ability as the first group. Our third math program is designed for mid-level students who require a slower approach, more reinforcement activities, and smaller class size. This program consists of a general math 6, pre-algebra and algebra curriculum. A remedial program is also provided for those students who require more individualized instruction. These students complete math 6, math 7 and pre-algebra.

Students are selected for these programs based on class performance, standardized math test scores and teacher recommendations. Students may be shifted from one program to another dependent on demonstrated academic performance. The math programs cover concepts ranging from basic math operations to solving/graphing quadratic functions and writing geometric proofs. Word problems develop higher-level critical-thinking skills and various problem-solving strategies.

4. Additional Curriculum Area:

While the textbook provides a solid foundation of basic knowledge, St. Matthew's believes that hands on activities provide a deeper level of understanding and prove to be an invaluable tool in the instruction of **science**. A balanced mix of textbook instruction and laboratory experience create a science classroom full of enthusiasm, interest, and learning.

St. Matthew's instills an interest and love of science in its elementary grades by incorporating and encouraging experimentation whenever possible. In second grade students use hands-on experiments to apply knowledge gained to the world around them. Students explore sound and vibration by constructing and testing string and cup "telephones", understand the relationship between the sun and earth's rotation by marking and measuring the length of shadows throughout the day, and utilize their senses to identify and write about differences in matter using food. The fourth grade grows plants from lima beans to aware that seeds grow into plants and understand that seeds need water and sunlight to sprout. The children speculate about what will happen to the seeds then draw their predictions on a piece of paper. They then observe the seeds over the next week to watch the seeds sprout. During the study of the circulatory system in the fifth grade a "pulse rate chart" is given to the students. Students determine what a pulse is and how

it is found on the body (pulse points). Each student predicts their resting and active heart rate, take their actual resting heart rate and then measure their active heart rate (after doing 30 jumping jacks). They take the pulse for 30 seconds, multiply by two and determine their pulse rate for each category. The students repeat this process at home with their parents. While studying the chapter on Biomes fifth graders create their own Biome journal which is used as an assessment. Each student searches details about the biome and then records this information in their journal just as if they were the first person to explore the biome. The journals are full of notes and diagrams of the plants, animals and insects they encountered on their scientific exploration

In sixth grade, students use Oreo cookies as models of the moon phases and move classroom tables to simulate plate tectonics. Seventh graders dissect worms and frogs as body systems are studied. Building roller coasters of foam board and corrugated cardboard teaches eighth graders force and motion while reviewing the scientific method. Eighth graders also participate in Science Fair. The middle school science lab provides an appropriate setting for exploration and experimentation. Middle school students are regularly exposed to scientific equipment such as spring scales, triple beam balances, and glassware for use in lab experiments.

The classroom program is enriched through field trips. Sixth graders visit Back Bay and complete a scavenger hunt of nature objects. On a boat trip in the Chesapeake Bay, seventh graders learn about environmental issues relevant to the Bay. Eighth graders visit the Virginia Aquarium on a behind the scenes tour, leading to an appreciation for the work done to maintain such an establishment. This year, trips to Jefferson Lab will enrich the physics area of our curriculum.

A goal of the St. Matthew's school mission is to produce conscious citizens who enrich their community, therefore recycling and ecologically friendly lessons are incorporated throughout the science curriculum. In September 2010, the middle school science teacher was awarded a grant from Dominion Power. Earmarked to purchase a composting system (with funds remaining to fund a flower garden utilizing casings from the compost), students will have the opportunity to study pH, rates of decomposition, and temperature while participating in the act of composting. Having this equipment readily available in the classroom will provide a springboard to other relevant topics.

Middle school students participate in several cross-curriculum learning experiences. Graphing of lab data is often part of the post lab analysis. Persuasive writing is practiced as commercials are written to promote an organelle in the election to be named "the most important organelle in the cell". When studying biomes, seventh graders create elementary level kids' books and then visit elementary classrooms as "biome experts" to read their creations and answer questions from the younger students. Eighth graders write poetry about scientists as atomic theories are reviewed.

It is through methods such as these that our science curriculum is enriched to best provide an exciting hands on learning experience for St. Matthew's students.

5. Instructional Methods:

The teachers at St. Matthew's meet students' learning needs by developing objectives, activities and assessments that span all levels of the degrees of knowledge. In addition, they address all learning styles and incorporate independent and cooperative group activities into their instruction. The curriculum is conveyed through flexible grouping, whole group, small group, and individual instruction.

Reading resource teachers, educational therapists and a Title I teacher work collaboratively with classroom teachers to meet the individual learning needs of students with learning difficulties, learning disabilities, and other health impairments, such as Obsessive-Compulsive-Disorder (OCD), autism, Pervasive Developmental Disorder - Not Otherwise Specified (PDD-NOS) and Attention-Deficit-Hyperactivity-Disorder (ADHD). Based on psycho-educational assessments, educational therapists develop student accommodation plans (SAP) and individualized catholic education plans (ICEP) for these

students. Classroom teachers implement accommodations in accordance with the plan and with parental support. Through bi-weekly progress updates, students' performances are continually monitored.

Experienced teachers on the Teachers Assisting Teachers Committee (T.A.T.) collaborate to develop instructional strategies and interventions to assist teachers in meeting struggling students' needs. Strategies and interventions are developed based on referring information, formal and informal classroom observations and discussion. The strategies and interventions are specifically designed for immediate implementation. The T.A.T. committee may also recommend formal educational testing.

In addition to meeting the needs of students with learning difficulties, St. Matthew's strives to challenge students with advanced learning needs. We have created a number of academically related clubs and activities including, chess, geo-caching, lego-league, art club, jeopardy and forensics. A collaboration of parents, administrators and teachers facilitate these clubs.

These students are taught at their instructional level in the areas of reading and mathematics, while continuing to develop their social and emotional skills with their age appropriate peers. Students who score at or above the 90th percentile on the TerraNova standardized assessment are recommended for the John Hopkins' Center for Talented Youth.

6. Professional Development:

All teachers are expected and encouraged to be current in their fields and to pursue further professional development. St. Matthew's considers the recertification standard of 180 points in a five-year period to be a minimum. The school shows its commitment to professional development through a teacher tuition reimbursement fund and provides financial assistance to attend workshops, seminars and conferences.

The faculty at St. Matthews are encouraged to stay abreast of current teaching methods and techniques. The administration provides a faculty library and ensures teachers have access to current professional periodicals. Teachers attend yearly training and workshops related to specific areas of instructions such as autism, Emerging Language Learners, remediating reading and technology. We have adopted a model of professional development in which we train one of our teachers to be an expert in a particular area (e.g., Teaching Children with Autism) and they train or provide consultation and strategies to colleagues. Additionally, the entire faculty participates in school-wide professional development workshops offered at both the building and diocesan level.

In conjunction with Virginia Beach Public Schools, teachers participate in training through Title II, Part A (Teacher and principal Training and Recruiting); Title II, Part D (Enhancing Education Through Technology); Title III, Part A (English Language Acquisition, Language Enhancement and Academic Achievement)).

St. Matthew's has a small population of students whose primary language is not English. In order to properly service these children, our teachers have attended a number of English Language Learners (ELL) training workshops including, "Revitalizing Vocabulary Instruction for English Language Learners," which examined research-based strategies for vocabulary instruction for ELL's, and "Fostering Connections for English Language Learners", which covered how to enhance classroom instruction for English language proficiency learners by fostering academic, linguistic and cultural connections. Teachers who attend these workshops share their newly acquired knowledge with the rest of the faculty.

7. School Leadership:

The vision of the St. Matthew's School principal is to provide a caring, supportive and motivating environment for all children. The school motto, "soaring to new heights", sets the tone of the school climate. Each child is encouraged and guided to reach and soar beyond their potential. The principal is

the recognized instructional leader and ensures quality instruction through an active observation and feedback process. Several levels of governance and leadership guide St. Matthew's toward a commitment to the future growth and development of a healthy school. The bishop, the Office of Catholic Schools, the pastor, the principal, the school board, the home and school guild, as well as teachers, parents, staff members and other advisory groups all provide leadership and governance to our school.

St. Matthew's fosters a strong learning community. The principal's vision is that each teacher will form productive relationships with their students and supports this vision by ensuring instructional time is free of distraction and she has built a culture that fosters open dialogue and professional inquiry. Assistance to new teachers is directed through our mentor program. Financial assistance for recertification and leadership course work is given to teachers through home and school guild funding. The principal, teachers, and staff members share educational articles and resources. Some in-service training is presented by our own staff members, thus opening up leadership opportunities for our employees.

Students have a variety of leadership opportunities through school-wide and extracurricular activities, such as the prayer-buddy program, student council, scouting, and athletics. Eighth graders are recognized for outstanding academic achievement and leadership with the President's Award for Academic Excellence. The criterion is a 90% average throughout their middle school years and at least a score of 85% on a standardized test in math or language arts. Generally, fifty percent of our graduates qualify for this prestigious award.

St. Matthew's School has managed to maintain a close "family" atmosphere with parents, students and staff through an open-door policy, a strong home and school guild and a service hours program. Parents are actively involved in the lives of their children and of the school. The Parent-Student Handbook explains the expectations and duties of the various stakeholders.

The principal ensures the creativity of St. Matthew's students are showcased and student achievement is highlighted by displaying student artwork in all wings of the school as well as the Norfolk International Airport. The art department also has an art fair with over 500 pieces of artwork being displayed. Our chorus competes in the annual regional chorus festival during Catholic Schools Week. Students enrolled in band compete in the Virginia Beach All City Band program for sixth and seventh grade band members. A number of our students audition for the Virginia Music Educators National Conference District II Honors Band/Orchestra. Each year 15 to 20 students compete in the Solo and Ensemble Contest with 99% receiving medal ratings of superior and excellent every year for the past six years.

The school and the parish work together to share facilities and help each other with local and national level charity and community service projects including Toys For Tots, St. Jude math-a-thon, Presidents' Physical Fitness Test, The American Heart Association Jump Rope for Heart and Hoops for Heart, food baskets, Catholic Charities, Coats for Kids, parish food pantry, scholarship programs, various programs to support the military, and the "giving tree". Together we strive to support a strong educational community and a safe physical plant.

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>\$4510</u>	<u>\$4510</u>	<u>\$4510</u>	<u>\$4510</u>	<u>\$4510</u>	<u>\$4510</u>
K	1st	2nd	3rd	4th	5th
<u>\$4510</u>	<u>\$4510</u>	<u>\$4510</u>	<u>\$</u>	<u>\$</u>	<u>\$</u>
6th	7th	8th	9th	10th	11th
<u>\$</u>	<u>\$</u>				
12th	Other				

4. What is the educational cost per student? (School budget divided by enrollment) \$5453

5. What is the average financial aid per student? \$152

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?
3%

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 15%

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 1

Test: Terra nova

Edition/Publication Year:

Publisher: CTB McGraw-

Scores reported as:

Second(2001)/Third(2008)

Hill

Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	79	72	74	78	72
Number of students tested	57	52	49	69	61
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

11PV33

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 1

Test: Terra Nova

Edition/Publication Year:

Publisher: CTB McGraw-

Scores reported as:

Second(2001)/Third(2008)

Hill

Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	84	80	81	83	82
Number of students tested	57	52	49	69	61
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

11PV33

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 2

Test: Terra Nova

Edition/Publication Year:

Publisher: CTB McGraw-

Scores reported as:

Second(2001)/Third(2008)

Hill

Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	74	70	77	77	78
Number of students tested	53	45	69	59	75
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

11PV33

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 2

Test: Terra nova

Edition/Publication Year:

Publisher: CTB McGraw-

Scores reported as:

Second(2001)/Third(2008)

Hill

Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	82	79	76	83	80
Number of students tested	53	45	69	59	75
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

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STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: Terra Nova

Edition/Publication Year:

Publisher: CTB McGraw-

Scores reported as:

Second(2001)/Third(2008)

Hill

Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	70	82	77	83	77
Number of students tested	49	58	55	62	64
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

11PV33

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: Terra Nova

Edition/Publication Year:

Publisher: CTB McGraw-

Scores reported as:

Second(2001)/Third(2008)

Hill

Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	77	80	79	80	72
Number of students tested	49	58	55	62	64
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

11PV33

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: Terra Nova

Edition/Publication Year:

Publisher: CTB McGraw-

Scores reported as:

Second(2001)/Third(2008)

Hill

Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	68	62	76	79	73
Number of students tested	63	58	60	65	53
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

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STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: Terra Nova

Edition/Publication Year:
Second(2001)/Third(2008)

Publisher: CTB McGraw-
Hill

Scores reported as:
Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	69	72	77	75	71
Number of students tested	63	58	60	65	53
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

11PV33

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: Terra Nova

Edition/Publication Year:

Publisher: CTB McGraw-

Scores reported as:

Second(2001)/Third(2008)

Hill

Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	80	76	72	75	77
Number of students tested	52	55	68	51	62
Percent of total students tested	98	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

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STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: Terra Nova

Edition/Publication Year:
Second(2001)/Third(2008)

Publisher: CTB McGraw-
Hill

Scores reported as:
Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	78	78	78	81	82
Number of students tested	52	55	68	51	62
Percent of total students tested	98	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

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STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6

Test: Terra Nova

Edition/Publication Year:

Publisher: CTB McGraw-

Scores reported as:

Second(2001)/Third(2008)

Hill

Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	76	78	79	87	80
Number of students tested	54	51	52	52	51
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

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STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6

Test: Terra Nova

Edition/Publication Year:

Publisher: CTB McGraw-

Scores reported as:

Second(2001)/Third(2008)

Hill

Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	84	83	74	83	75
Number of students tested	54	51	52	52	51
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

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STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 7

Test: Terra Nova

Edition/Publication Year:

Publisher: CTB McGraw-

Scores reported as:

Second(2001)/Third(2008)

Hill

Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	82	83	85	84	87
Number of students tested	48	42	48	46	53
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

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STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 7

Test: Terra Nova

Edition/Publication Year:

Publisher: CTB McGraw-

Scores reported as:

Second(2001)/Third(2008)

Hill

Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	80	78	75	75	84
Number of students tested	48	42	48	46	53
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

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