

PART I - ELIGIBILITY CERTIFICATION

11PV4

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: 10
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	21	18	39		6	29	24	53
K	22	18	40		7	25	32	57
1	31	29	60		8	19	25	44
2	29	21	50		9	0	0	0
3	18	23	41		10	0	0	0
4	26	38	64		11	0	0	0
5	22	21	43		12	0	0	0
Total in Applying School:								491

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
3 % Asian
1 % Black or African American
1 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
93 % White
2 % Two or more races
100 % Total

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

7. Student turnover, or mobility rate, during the 2009-2010 school year: 0%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1, 2009 until the end of the school year.	2
(2)	Number of students who transferred <i>from</i> the school after October 1, 2009 until the end of the school year.	1
(3)	Total of all transferred students [sum of rows (1) and (2)].	3
(4)	Total number of students in the school as of October 1, 2009	532
(5)	Total transferred students in row (3) divided by total students in row (4).	0.00
(6)	Amount in row (5) multiplied by 100.	0

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

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

Number of languages represented, not including English: 0

Specify languages:

9. Percent of students eligible for free/reduced-priced meals: 0%
 Total number of students who qualify: 0

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 1%
 Total number of students served: 2

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

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>1</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>0</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>21</u>	<u>0</u>
Special resource teachers/specialists	<u>6</u>	<u>2</u>
Paraprofessionals	<u>0</u>	<u>2</u>
Support staff	<u>2</u>	<u>19</u>
Total number	<u>31</u>	<u>23</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: 21:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	96%	96%	96%	99%	99%
Daily teacher attendance	95%	94%	96%	97%	97%
Teacher turnover rate	7%	7%	31%	4%	11%
High school graduation rate	%	%	%	%	%

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

Daily Teacher Attendance 2008-2009: During this school year there were four (4) maternity leaves and one (1) long term disability due to a heart attack.

Teacher turnover rate 2007-2008: At the end of the 2008 school year, one (1) teacher left to assume administrative duties at another school, four (4) teachers found public school placements at a higher salary, two (2) teachers left on extended family leave after the birth of a child and one (1) teacher retired.

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%

Corpus Christi Catholic School opened its doors on September 8, 1965 with an enrollment of two hundred twenty-six students. The founding principal, Sr. Marie Margaret, S.S.J., aided by nine religious and lay faculty members, embarked on a journey of establishing a school dedicated to the three-fold mission of educating children spiritually, academically and socially. Currently led by the school's first lay principal, the faculty is comprised of thirty members, all of whom are committed to educating the students as twenty-first century learners who, when they leave the school, are prepared to make an impact in their communities and on the world. The faculty is dedicated to the principles of worship, study and service. Throughout its forty-five year history the school has grown, increased its academic offerings, and researched and implemented advances in technology. These changes have been accomplished without sacrificing a core value - the necessity of developing the students' awareness of the needs that exist in the world and teaching them to respond accordingly.

Today Corpus Christi serves four hundred ninety-one students who are members of the parish community. These students are instructed in seventeen self-contained classrooms and four departmentalized classrooms that serve grades seven and eight. In addition the children receive weekly instruction in art, computer, library, music, physical education and Spanish. Qualified students participate in the Honors Math Program.

In the last decade the school building has undergone significant structural changes which have permitted the expansion of the educational offerings. In kindergarten through third grade additional classrooms have allowed for a lower student to teacher ratio in order to maximize individual instruction. Two parish capital campaigns financed the construction of a new church and a new school wing and parish center. Through the use of various grants and parish funds, the former church building was converted into two classrooms and a social center designed for use by the parish. With the addition of the new classroom spaces and a reconfiguration of existing classroom spaces, a science lab, art and music studios, and the pre-school program were added. The parish social center was designated as cafeteria space utilized by school students and a hot lunch program administered by the local public school district was instituted.

In designing academic programs that enable students to be fully functional participants in the twenty-first century, the faculty recognizes the growing use of technology in everyday life. To this end, we integrate the use of technology in every curriculum area. The computer lab is equipped with thirty-six computers, a projector, a scanner and several printers. All students receive weekly instruction in the lab. The computer schedule provides two sessions for each classroom in kindergarten, first and second grades to allow for smaller class size so that more hands-on instruction can be provided. Every classroom contains at least one computer and printer. All school computers have internet access provided by a T-1 line. Fourteen classrooms have permanently installed interactive white boards with a computer dedicated to their use. Additionally, there are three portable interactive white boards with dedicated carts that include speakers, a laptop and projector for use in the remaining classrooms. Extensive teacher training has been and continues to be provided both in school and at off-site locations for all teachers. The goal of creating responsible users of twenty-first century technology is accomplished through the presentation of internet safety lessons for students and parents.

The entire school community, encompassing faculty, staff and parents, demonstrates a firm commitment to the necessity of instilling in the students the obligation to serve others. A strong social outreach program is a long-standing tradition at Corpus Christi. Observing faculty and parents imitating Christ's example, students are brought to the realization of their responsibilities as Catholic Christians. Each grade adopts a specific project and designs the implementation of the project including capital resources. The Student Council has a year-long fundraising project dedicated to a chosen charity. Monthly school-wide collections provide food for local food banks. Examples of recent service projects include: participation in the Heifer International Project, raising funds for the construction of a school in Haiti and

the education of an African seminarian, collecting flip-flops to be donated to a Catholic mission in the Philippines, purchasing bedding for local orphanages, providing art supplies and playground equipment for schools in impoverished areas, and collecting baby supplies to be donated to a center for unwed mothers. It is participation in projects such as these that help to develop the awareness of local and global needs in the students.

The strong academic program is evident in each classroom. The faculty is dedicated to fostering the development of each child's sense of responsibility, integrity and Christian values. The school community is blessed with a spirit of generosity, compassion for others and faithfulness to the teachings of Jesus. It is this spirit which enables the faculty to be faithful to the mission.

1. Assessment Results:

Corpus Christi Catholic School used the Terra Nova, 3rd Edition, published by CTB/McGraw/Hill to measure the achievement of the students for the 2008-2009 and 2009-2010 school years. The Terra Nova, 2nd Edition, published by CTB/McGraw/Hill was used for 2005-2006, 2006-2007 and 2007-2008 school years. Due to changes in the testing required by the Archdiocese of Philadelphia, different grades were tested in different years. In 2009-2010 all testing was completed in the spring testing period for grades one, two, three, four, five, six and seven. In 2008-2009 grades six and eight were tested in the fall testing period. Grades one, two, three, four and seven were tested in the spring testing period. In 2007-2008, 2006-2007 and 2005-2006 grades four, six and eight were tested in the fall testing, while grades two and three were tested in the spring testing.

The third edition of the Terra Nova testing covers a variety of objectives in both reading and mathematics. Reading objectives include oral comprehension, basic understanding, analyzing text, evaluating and extending meanings, and reading and writing strategies. In mathematics the objectives include number and number relations, computation, numerical estimation, operation concepts, measurement, geometry and spatial sense, data analysis, statistics and probability, patterns and functions, problem solving, and algebra. The testing includes selected-response and constructed-response items. The scores received by the Archdiocese of Philadelphia and the local school help determine changes to the curriculum, strengths and weaknesses in the programs and the individual student's mastery of the required skills.

Part VII of this application packet contains the test score results for the school. All of the grades tested in 2009-2010 meet or exceed the required cutoff scores generated by the United States Department of Education to qualify for the top fifteen percent of the nation's schools in normed testing for both reading and mathematics. Test averages may vary from year to year due to the composition of students in each class as there is no admission testing requirement for Corpus Christi. The students possess a variety of learning styles as well as a diverse group of academic strengths and weaknesses. The teachers have developed effective teaching strategies to engage the students so that the best possible outcomes are obtained on these nationally normed tests as well as in regular classroom work. Students are encouraged to work to their full potential at all times. The core curriculum of the Archdiocese of Philadelphia is a strong base upon which the faculty create and develop the individual classroom plans.

The excellent results achieved by the students on these test reports indicate the diligence and experience of the teachers and staff, the support and cooperation of the parents and the self-discipline of the students. These individual and group factors enable Corpus Christi to score consistently at or above the eighty-fifth school percentile.

2. Using Assessment Results:

Terra Nova results are received in May and then analyzed by the school administration to determine areas of strengths and weaknesses. The results and analyses are presented to the faculty for planning how best to address the issues in the coming academic year. The teachers are given the test results specific to their students and to aid in the development of heterogeneous class groupings for the upcoming school year. At the beginning of the new school year, teachers use assessment results to determine the need for remediation or challenge for their new classes. Terra Nova results are one of the criteria used to decide which students will be invited to participate in the Honors Math Program.

The newly adopted reading series in kindergarten through grade six provides varying assessments and numerous opportunities for tailoring the instruction to meet the needs of the students in the areas of reading comprehension, phonemic awareness, grammar and writing. Those who are in need of strategic

intervention, those who are on-level, and those who would benefit from a greater challenge are more readily identified by the teacher using the components of this series. The baseline test, administered at the start of the academic year, helps to determine referrals to the Montgomery County Intermediate Unit for educational testing.

Kindergarten teachers administer tests for the Montgomery County Intermediate Unit in May to identify students potentially in need of intervention in specific areas prior to their entrance into first grade. Math progress monitoring is also used on a regular basis to determine skills in need of remediation as well as to target areas of mastery. A combination of the many available assessments is used to determine the need for Title One services (should they be available) and for referrals to one of the many summer programs available locally. Regular review of assessment results by school administration is utilized to ensure consistent use of varied instruments as well as to identify and offer suggestions to aid struggling students.

3. Communicating Assessment Results:

Communication of assessment results to parents, students and the community is a top priority at Corpus Christi Catholic School. Students receive a weekly test folder containing the results of the prior week's testing for their own review and to share with their parents. In this way both students and parents are made aware of which material has been mastered and which needs further study. When rubric-based assessments are given, parents receive prior notification of grading specifications. Teachers may conference with students to discuss ways to improve their performance. The teachers of Corpus Christi are always available to parents and to students to discuss the progress of each student. Midway through each trimester, parents receive a Progress Report to inform them of their child's academic development. In late fall, parent-teacher conferences are scheduled to discuss the students' strengths and weaknesses. At the end of each trimester, report cards are distributed and additional conferences are scheduled as necessary.

Each spring Corpus Christi teachers administer Terra Nova testing to the students as required by the Archdiocese of Philadelphia. These results are used as an aid to help determine eligibility for acceptance into the diocesan Honors Math Program and to identify those students in grades kindergarten to eight who might need remediation or challenge. Teachers utilize these scores to set professional goals and to develop teaching strategies for the following academic year. Reports of the standardized testing results are sent home for student and parental review. In addition, parents receive an explanation of data as well as guidance in the interpretation of the information as it pertains to their child from the school administration.

Corpus Christi is proud to announce the private and parochial school scholarships and grant winners, especially the Neumann Scholarship recipients as well as winners of various math and science competitions. Announcements are made in the parish bulletin as well as in the community section of the local newspapers. At graduation, many of our eighth grade students receive the Presidential Award for Academic Excellence. Parents and family members are invited to the closing ceremony where each class awards the student with the highest general average and best overall effort. In addition to the local newspapers, our school website offers additional information on the accomplishments of the students throughout the year.

4. Sharing Lessons Learned:

Corpus Christi Catholic School shares its experience and expertise through professional development, Catholic Schools Week activities, the academic and fine arts programs and outreach service projects. The Home and School Association is also a vehicle for spreading the good news of Corpus Christi.

Professional development encompasses teacher service on diocesan committees which develop curriculum guidelines and assessments. Teachers are also called on to review textbooks. Curriculum meetings, both local and diocesan, and regional administrator meetings, are a forum to discuss policies, trends and challenges. The school maintains membership in several professional organizations such as

the Middle States Commission on Elementary Schools, the National Catholic Education Association, the National Council of Teachers of Mathematics, and the National Science Teachers Association.

Continuing education is provided by the Montgomery County Intermediate Unit. Teachers meet all state and diocesan certification requirements. Sharing information supplied by these sources keeps teachers informed concerning best teaching practices. Student teachers and other professionals are given access to observe current practices.

During Catholic Schools Week, Corpus Christi holds an Open House in conjunction with a parish-sponsored activity, Community Sunday. During the Open House the school is accessible for visitors to see evidence of student progress. Teachers are available to answer questions and demonstrate technology. Extracurricular offerings are displayed in the Social Hall.

Optional band and string orchestra programs are offered and each year several participants qualify to be members of the Archdiocesan Honors Band and Strings Orchestra. The students excel in the regional math and science competitions, in private essay contests in content areas sponsored by local organizations, both civic and religious, and in the Montgomery County Intermediate Unit Reading Olympics.

Corpus Christi families enthusiastically support outreach efforts to respond to the needs of the community. Each grade selects a project and the Student Council designs a whole-school year-long project. Many of these efforts have received recognition in the local media.

Another opportunity to share success is the Home and School Association. The members of this group coordinate various programs including the management of the school website, welcoming new families, and events that celebrate moms and dads, grandparents, and faculty throughout the year. Families are invited to participate at all school liturgies and attend every performance. Teachers welcome the presence of parent volunteers as classroom aides and trip chaperones.

1. Curriculum:

Curriculum

The curriculum of Corpus Christi Catholic School equips students with the tools for successful high school study and subsequent academic and employment opportunities. The faculty has incorporated technology into all subject areas. The teachers collaborate to integrate cross-curricular lessons, projects and activities. All students receive weekly instruction in art, library, music, physical education, Spanish and technology.

Religion

All students receive instruction the doctrines and traditions of the Catholic faith according to the guidelines of the Archdiocese of Philadelphia. Students are encouraged to give witness to their duties as Catholic Christians through prayer and service.

Reading/Language Arts Curriculum

The students develop knowledge, skill, and confidence from a curriculum that encompasses reading, writing, listening, speaking and the development of critical thinking skills. Specific areas of focus include reading comprehension, oral fluency, phonics instruction, vocabulary development, spelling, grammar, and written and oral expression. Students are exposed to the literary genres in a literature-based reading series and other reading sources. Students use the steps in the Writing Process to publish creative writing assignments. Students compose original works of poetry, drama and narration. The students have ample opportunity for oral expression through presentations in all curriculum areas.

Math Curriculum

This curriculum is divided into eleven levels of instruction beginning at the pre-kindergarten level and terminating for select students in Algebra I. Students in the Honors Math Program complete Algebra I while students in the traditional eighth grade course of study begin Algebra I topics. Students are invited to join the Honors Math Program at the beginning of fourth grade based on criteria established by the Archdiocese of Philadelphia.

Graphing calculators are used in grades seven and eight as well as in the Honors Math Program. Interactive white boards are used to review, supplement, enhance and expand student classroom experiences, participation and achievement at all levels. Differentiated instruction plans for individuals and small groups are also provided by the series and utilized by the teacher. A variety of assessments are integrated into the program to help document achievement and guide instruction.

Social Studies

The curriculum examines the impact of geography, politics, economics and culture on individuals and societies. Students study the various roles and responsibilities that are necessary to build effective social groups and communities. Teachers design instruction using class discussions, power point presentations, guest speakers, videos, internet websites, note-taking, role-playing and textbooks. Students are engaged in the content through various writing forms, cooperative learning groups, oral presentations, written exams, class discussions and community outreach.

Science

The students are engaged in the science curriculum beginning in kindergarten with the introduction of scientific observation and classification and continuing through eighth grade with formulating hypotheses and interpretation of data. The basis for the curriculum is built on understanding the scientific method and implementing scientific inquiry in the areas of earth, life and physical sciences. Once basic content has been delivered, students are provided with opportunities for independent and group exploration designed to assimilate and expand this knowledge.

Physical Education

The students learn the values of cooperation, teamwork, compassion, responsibility and respect for themselves and others. Development of a healthy lifestyle is encouraged and the goals of the Archdiocesan Health and Wellness Policy are observed. As a school community we participate in the American Heart Association's Jump for Heart each year. Through our Catholic Youth Organization, the students have many opportunities to participate in a variety of team and individual sports.

Foreign Language

All students are exposed to the language as well as the culture of different Spanish-speaking countries throughout the world. Vocabulary development is the focus in the primary grades while grammar and cultural traditions are emphasized in the middle grades. The development of conversation skills are stressed in grades seven and eight. Corpus Christi School is in compliance with the program's foreign language requirements.

Art

Students visit the art studio weekly. They express their creativity in a variety of mediums such as watercolors, tempera paint, pastels, crayons, colored pencils, chalk, clay, and charcoal. Artwork is prominently displayed throughout the school. "Art Goes to School", offered by a local civic organization, provides docents annually to enhance the students' appreciation of art.

Music

The music program has been enlarged with the construction of a music studio. Middle school textbooks and computer programs have been acquired. The connection between music and movement is explored through the use of the "Power of Performance" and "Making Music with Movement and Dance" which contain a collection of dances and songs.

Students in kindergarten through grade four participate in the annual Christmas Pageant while students in grades five through eight have the opportunity to perform in the Spring Show. A yearly celebration of literature, which began in March 2007, has been added. These performances provide a venue for the students to express themselves in the performing arts.

2. Reading/English:

Teachers at Corpus Christi Catholic School employ a variety of instructional methods to teach students to read. By differentiating lessons to accommodate a variety of learning styles, teachers help their students to develop the essential skills to build a firm foundation for reading. These reading skills include knowledge of grammar and spelling, the development of vocabulary and phonemic awareness, the ability to write for a range of purposes and the ability to express ideas verbally. Teachers create lessons that foster the development of student creativity and imagination, as well as promote an interest in reading.

Teachers use whole class instruction followed by small, flexible groupings. This provides the individualized attention necessary to improve reading skills. Other tools used in primary grades are Word Walls, Amazing Words for vocabulary development, Writers' Workshop and Readers' Theater. In middle school, students continue to build on their foundational literacy skills by focusing on fluency, comprehension, and literature responses. These skills and strategies are applied in all content areas. The reading series used in kindergarten through grade six has the added benefit of integrating both social studies and science content into literature selections.

In addition to classroom instruction, the entire school participates in activities throughout the year designed to foster an interest in reading. The Dr. Seuss Day celebration is an annual event where classes dramatize their favorite book in a manner of their own choosing. Students share their presentations with the school community and their families. The Reading Olympics Program is an opportunity for students that promotes independent reading with an emphasis on reading comprehension. Teachers may schedule a Silent Sustained Reading (SSR) period to encourage independent reading and provide for exploration of different genres. First and second grades host a reading night when the children, accompanied by their parents, are engaged in theme-related activities facilitated by the Home and School Association and school administrators. Bi-annual book fairs are offered to the students to

encourage the selection of age-appropriate reading material. Many classroom teachers extend additional opportunities for self-selected reading by offering book clubs throughout the year. Upper grade students read with primary grade students at lunchtime to improve fluency in both groups. Students are required to read selected books and complete a written assignment during the summer to prepare for the upcoming year. Each student maintains a portfolio containing teacher and student selected material which chronicles their growth in writing and reading.

3. Mathematics:

In the primary grades the mathematics program teaches basic computation facts, concepts of time and money, problem solving strategies, the use of patterns, elementary geometry, and measurement with metric and customary units. As these concepts are mastered, mathematics instruction expands to areas of fractions, decimals, consumer mathematics and problem solving strategies for more complex problems. In the intermediate grades, mathematics stresses operations with whole numbers, fractions, decimals, percentages, statistics, and equation solving. In the junior high grades emphasis is placed on whole numbers, decimals, fractions, consumer mathematics, probability, rational number theory, statistics, calculator proficiency, equation and inequality solutions, integers, geometry concepts, pre-algebra and algebra skills as well as some trigonometry. Graphing calculators and the internet are used to augment student classroom experiences. All instruction is designed to promote higher level thinking skills, to be computationally proficient and mathematically literate.

Third grade students who demonstrate proficiency in mathematics and meet the required Archdiocesan criteria have the opportunity to enter the Honors Math Program. Students who continue in this program through eighth grade complete Algebra I and begin Geometry in high school.

In an effort to help all students succeed, Corpus Christi Catholic School employs a variety of teaching strategies. Strategies include multi-sensory mathematics activities, flexible grouping, peer tutoring, small group instruction, applications to real world situations, bonus questions to challenge individuals, small group games to be used as incentives, hands-on manipulatives, interactive white board activities, classroom and home internet support, study sheets and periodic progress monitoring. Additionally when a rubric-based Math Performance Assessment is administered, partial credit is given for work that is shown, even though the correct answer may not have been achieved. To address the needs of struggling students, in addition to the aforementioned strategies, teachers may refer students to the Montgomery County Intermediate Unit for remediation. The Intermediate Unit staff works with the Corpus Christi teachers to strengthen skills in the concepts that need reinforcement.

4. Additional Curriculum Area:

Technology

The teachers of Corpus Christi Catholic School strive to equip the students with the technology skills necessary to succeed in the twenty-first century. The individuality of each student is acknowledged as teachers endeavor to prepare them to take their places as responsible members of the global community.

All classrooms contain high speed internet computers. Classrooms in grades three through eight have permanently installed interactive whiteboards which enhance teacher instruction and capture the attention and involvement of the students in the learning process. Additionally three portable interactive whiteboards are available for use in kindergarten and grades one and two. The school's computer lab has thirty-six Dell flat screen computers that use the Windows XP operating system.

Teachers and students utilize online subscription resources to support and supplement learning including United Streaming, Noodle Tools, and SIRS Discovery. These tools augment daily lessons and transport students to worlds outside the classroom.

Technology invites cross-curricular activity. It is integrated into the math and science classrooms through data organization, chart creation, and interpretation of survey results using spreadsheet programs. It can help students develop a mastery of math skills by allowing them to access selected online games and tools. Integrating technology into the language arts and social studies programs is accomplished by diverse methods such as word processing programs as a tool for creative writing and project building. Students are given opportunities to be authors and editors for a school newspaper thus utilizing their

technology skills. Twenty-first century skills are integrated into the curriculum using web 2.0 tools which enable students to develop critical thinking, problem-solving and decision-making skills.

Students research information for teacher-directed topics using the internet. They continue the process by paraphrasing, note-taking, citing electronic sources and evaluating websites for accuracy. Projects are presented using tools such as Microsoft Power Point.

As a review for tests and exams, students are able to make use of interactive whiteboard lesson tool kits and publisher websites. Teachers post various links to websites which reinforce concepts learned in the classroom through School Notes, an online communication tool for students and parents. The school is careful to follow the Acceptable Use of Technology Policy of the Archdiocese of Philadelphia to ensure internet safety in school. Informational programs on this topic are also provided to the parents.

5. Instructional Methods:

Teachers at Corpus Christi Catholic School acknowledge the effectiveness of implementing differentiated instruction to educate the students. Flexible grouping is essential to actively engage students on all levels and is routinely incorporated. Grouping provides the opportunity for students to complete educational objectives, experiment with new concepts, apply acquired knowledge, or to revisit and review skills not yet mastered. Teachers use leveled readers along with learning centers to reinforce and enrich the reading program. During these small group lessons, teachers are able to closely observe the students' individual strengths and weaknesses, enabling the teacher to better tailor reading lesson plans. During this flexible group time, students who are not receiving direct instruction are working independently, reading or completing agenda assignments. Through this type of instruction, students are able to learn to pace themselves while keeping on task. Incentives and motivating activities combined with differentiated instruction enhance the learning process for all learners.

In mathematics, manipulatives and hands-on instruction help to reinforce concepts while also making learning relevant and enjoyable. During math lessons students are arranged in small groups to reinforce and review skills taught previously. In this setting the teacher is able to informally observe and assess the student's comprehension of the topic at hand. Cooperative learning activities and peer tutoring are other tools used to enhance the math program.

Technology helps to further meet the individual needs of the students. Through the use of interactive whiteboards and the access available to the many existing websites, teachers are able to connect the classroom learning to the child's outside world. The interactive whiteboards have the added benefit of allowing students to actively participate, experience the lesson and apply the principles of multiple intelligences.

Many of the textbooks supply supplemental compact discs with additional activities and interactive websites that can be used to reinforce learning and support the skills and concepts being taught. The special subject area teachers are always seeking to support the classroom teachers with resources, activities and websites across the curriculum.

Teachers employ a variety of assessments to evaluate student learning. Formal tests, both published and teacher-constructed, homework assignments, journal reviews, group discussions and student presentations are used to determine the acquisition and comprehension of content. Formative and summative assessment is an on-going process for all students.

6. Professional Development:

Professional development serves a two-fold purpose at Corpus Christi Catholic School. It enables teachers to meet the state and archdiocesan requirements for certification and updates them concerning innovations in instructional techniques that could assist them in designing a stimulating environment that promotes student achievement.

Professional development is supported and encouraged at both the local and archdiocesan levels. The school administration offers each faculty member the opportunity to attend workshops sponsored by the Montgomery County Intermediate Unit under Title I funding. These workshops may be used for Pennsylvania Teacher Induction requirements, to target specific needs for a particular teacher or to broaden technology skills.

The Archdiocese mandates three days of academic and spiritual development each year. These sessions may be school-specific or held in combination with other local schools in order to maximize resources. The Office of Catholic Education also offers numerous programs to address areas such as Early Childhood Education and differentiated instruction. They also conduct on-line webinars in curriculum areas to improve teacher knowledge. The administration provides a yearly spiritual retreat experience for the faculty. This retreat allows the faculty to focus on their roles as Catholic educators and discuss the goal of educating the students spiritually as well as academically.

As a faculty community we learn from each other. Several teachers have participated in a summer technology program devoted to interactive technology. The teachers involved in this technology workshop shared the methods and activities with their colleagues with hands-on demonstrations in the computer lab. The technology teacher also offers after-school instruction on topics of interest. Several teachers conducted faculty workshops over the course of a year to disseminate the educational theory of Robert Marzano. This sharing allowed the faculty to discuss and design instruction that would improve the educational process. Faculty curriculum coordinators are assigned to each content area. At regularly scheduled meetings they present information related to their area to stimulate faculty growth.

Professional development is also undertaken on an individual basis. Faculty members are pursuing graduate degrees or specialized certificates and content area certifications. All professional development, both school-wide and individual, supplies teachers with information they can utilize in their classrooms to design and deliver instruction in which students are provided with the tools to achieve success.

7. School Leadership:

The philosophy of the administration of Corpus Christi Catholic School is to foster a faith-filled, engaged learning environment and to promote academic excellence for the Corpus Christi community. As an archdiocesan school, Corpus Christi follows the administrative policies and procedures as set forth by the Archdiocese of Philadelphia.

The principal is responsible for the day-to-day operation of the school, but reports to the pastor, the official administrator. Corpus Christi is fortunate to have on the faculty a full time vice principal. These two administrators form a strong collaborative partnership. Their collegial rapport contributes to the cohesiveness of the school structure. The presence of the principal and vice principal is evident through their classroom visits, observations, morning and afternoon prayers and announcements, greeting children in the hallways and attendance at after school functions.

The administration works closely with the staff to implement diocesan policy and ensure academic excellence, as well as to encourage the faculty to participate in decision making for the benefit of the students. The administration and faculty meet weekly to share information and updates. They encourage staff development through attendance at professional development workshops and by providing time for curriculum area meetings. The staff is also supported through the acquisition of grant money to purchase instructional materials such as our new reading series and five new interactive white boards.

As a Catholic school, our faith is part of the daily life. The administrators work with the pastor and the Director of Religious Education to ensure that the spiritual needs of the students are met. Their guidance helps the students to be stewards of faith. Students and staff are encouraged to participate in opportunities of prayer and service to others. The administration also partners with the Home and School Association to share information, which is then communicated to the entire school community.

PART VI - PRIVATE SCHOOL ADDENDUM

11PV4

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>\$3400</u>	<u>\$2780</u>	<u>\$2780</u>	<u>\$2780</u>	<u>\$2780</u>	<u>\$2780</u>
K	1st	2nd	3rd	4th	5th
<u>\$2780</u>	<u>\$2780</u>	<u>\$2780</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) \$3937

5. What is the average financial aid per student? \$1232

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?
2%

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 89%

PART VII - ASSESSMENT RESULTS

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 1

Test: Terra Nova

Edition/Publication Year: Third Publisher: CTB McGraw Hill Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar			
SCHOOL SCORES					
Average Score	79	87			
Number of students tested	54	43			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES: The Archdiocese of Philadelphia changed the recommended testing in 2008-2009 to include the first grade. Testing was not done prior to this year.					

11PV4

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 1

Test: Terra Nova

Edition/Publication Year: Third Edition Publisher: CTB/McGraw Hill Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar			
SCHOOL SCORES					
Average Score	76	81			
Number of students tested	53	43			
Percent of total students tested	98	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES: The Archdiocese of Philadelphia changed the recommended Terra Nova testing in 2008-2009 to include first grade. Testing prior to this date was not done.					

11PV4

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 2

Test: Terra Nova

Edition/Publication Year: Third Edition 2008-2010/Second Edition 2005-2008

Publisher:
CTB/McGraw Hill

Scores reported as:
Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	80	72	83	81	77
Number of students tested	44	45	52	59	68
Percent of total students tested	100	96	93	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:					

11PV4

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 2

Test: Terra Nova

Edition/Publication Year: Third (2008-2010/Second (2005-2008)

Publisher: CTB/McGraw Hill

Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	80	77	73	80	82
Number of students tested	44	47	52	59	68
Percent of total students tested	100	100	93	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

11PV4

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: Terra Nova

Edition/Publication Year: Third edition (2008-2010)/Second Edition (2005-2008)

Publisher:
CTB/McGraw Hill

Scores reported as:
Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	74	74	75	73	68
Number of students tested	70	45	60	68	54
Percent of total students tested	100	96	98	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:					

11PV4

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: Terra Nova

Edition/Publication Year: Third Edition (2008-2010)/Second Edition (2005-2008)

Publisher:
CTB/McGraw Hill

Scores reported as:
Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	75	58	67	72	62
Number of students tested	70	53	60	68	54
Percent of total students tested	100	100	98	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: In 2008-2009, one third grade classroom did not complete the Reading test due to test administration error.					

11PV4

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: Terra Nova

Edition/Publication Year: Third Edition (2008-2010)/Second Edition (2005-2008)

Publisher:
CTB/McGraw Hill

Scores reported as:
Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	71	61	79	72	78
Number of students tested	51	60	65	52	47
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:					

11PV4

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: Terra Nova

Edition/Publication Year: Third Edition (2008-2010)/
Second Edition (2005-2008)

Publisher:
CTB/McGraw Hill

Scores reported as:
Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	82	73	80	75	84
Number of students tested	51	60	64	52	47
Percent of total students tested	100	100	98	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:					

11PV4

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: Terra Nova

Edition/Publication Year: Third Edition Publisher: CTB/McGraw Hill Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar				
SCHOOL SCORES					
Average Score	78				
Number of students tested	56				
Percent of total students tested	98				
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: In 2008-2009 5th grade testing was suggested by the Archdiocese of Philadelphia but not required. In 2009-2010, 5th grade testing was added by our school.					

11PV4

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: Terra Nova

Edition/Publication Year: Third Edition Publisher: CTB/McGraw Hill Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar				
SCHOOL SCORES					
Average Score	80				
Number of students tested	57				
Percent of total students tested	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: In 2008-2009 5th grade testing was suggested by the Archdiocese of Philadelphia but not required. In 2009-2010, 5th grade testing was added by our school.					

11PV4

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 6

Test: Terra Nova

Edition/Publication Year: Third Edition (2008-2010)/
Second Edition (2005-2008)

Publisher:
CTB/McGraw Hill

Scores reported as:
Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	80	72	84	79	78
Number of students tested	61	49	49	53	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:					

11PV4

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 6

Test: Terra Nova

Edition/Publication Year: Third Edition (2008-2010)/
Second Edition (2005-2008)

Publisher:
CTB/McGraw Hill

Scores reported as:
Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	82	72	78	79	75
Number of students tested	61	49	49	53	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:					

11PV4

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 7

Test: Terra Nova

Edition/Publication Year: Third Edition Publisher: CTB/McGraw Hill Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar			
SCHOOL SCORES					
Average Score	83	88			
Number of students tested	45	48			
Percent of total students tested	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: In 2008-2009 The Archdiocese of Philadelphia mandated Spring Testing of 7th grade to replace Fall Testing of 8th grade.					

11PV4

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 7

Test: Terra Nova

Edition/Publication Year: Third Edition Publisher: CTB/McGraw Hill Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar			
SCHOOL SCORES					
Average Score	80	84			
Number of students tested	45	48			
Percent of total students tested	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: In 2008-2009, The Archdiocese of Philadelphia mandated Spring Testing of 7th grade to replace Fall Testing of 8th grade.					

11PV4

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 8

Test: Terra Nova

Edition/Publication Year: Third Edition 2008-2009/Second Edition (2005-2008)

Publisher:
CTB/McGraw Hill

Scores reported as:
Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month		Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score		84	83	87	79
Number of students tested		49	50	49	54
Percent of total students tested		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: In 2008-2009, the Archdiocese of Philadelphia mandated Spring Testing of 7th grade to replace Fall Testing of 8th grade.					

11PV4

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 8

Test: Terra Nova

Edition/Publication Year: Third Edition (2008-2009)/Second Edition (2005-2008)

Publisher:
CTB/McGraw Hill

Scores reported as:
Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month		Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score		87	81	87	82
Number of students tested		49	50	49	54
Percent of total students tested		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: in 2008-2009 the Archdiocese of Philadelphia mandated Spring Testing of 7th grade to replace Fall Testing of 8th grade.					

11PV4