U.S. Department of Education
2011 - Blue Ribbon Schools Program
A Private School

School Type (Public Schools): ☐   ☐   ☐   ☑
(Check all that apply, if any)   Charter   Title 1   Magnet   Choice

Name of Principal: Dr. Cathryn Whisman Ed.D.

Official School Name: Star of the Sea Catholic School

School Mailing Address: 309 15th Street
                      Virginia Beach, VA 23451-3437

County: N/A   State School Code Number: N/A
Telephone: (757) 428-8400 E-mail: cathryn.whisman@sosschool.org
Fax: (757) 428-2794   Web URL: www.sosschool.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Mrs. Francine Conway   Superintendent e-mail: fconway@richmonddiocese.org

District Name: Diocese of Richmond   District Phone: (804) 622-5118

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mrs. Tysha Edwards

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

*Private Schools: If the information requested is not applicable, write N/A in the space.

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

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PART I - ELIGIBILITY CERTIFICATION

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

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: 3

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	8	21	29		6	7	10	17
K	11	12	23		7	12	12	24
1	3	14	17		8	16	18	34
2	11	8	19		9	0	0	0
3	13	10	23		10	0	0	0
4	17	15	32		11	0	0	0
5	17	14	31		12	0	0	0
						Total in Applying School:		249

6. Racial/ethnic composition of the school:

0 %	American Indian or Alaska Native
4 %	Asian
0 %	Black or African American
2 %	Hispanic or Latino
0 %	Native Hawaiian or Other Pacific Islander
92 %	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: 2%

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

(1)	Number of students who transferred *to* the school after October 1, 2009 until the end of the school year.	2
(2)	Number of students who transferred *from* the school after October 1, 2009 until the end of the school year.	4
(3)	Total of all transferred students [sum of rows (1) and (2)].	6
(4)	Total number of students in the school as of October 1, 2009	284
(5)	Total transferred students in row (3) divided by total students in row (4).	0.02
(6)	Amount in row (5) multiplied by 100.	2

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

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

   Number of languages represented, not including English: 0

   Specify languages:

4

9. Percent of students eligible for free/reduced-priced meals: 5%

   Total number of students who qualify: 13

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

   The estimate for determining the number and percent of students at Star of the Sea Catholic School from low income families was formulated by looking at the USDA Federal Income Chart. In addition to the income level of families, the number of students who receive tuition assistance was also used to establish the number and percent of students at Star of the Sea Catholic School that are from low income families.

10. Percent of students receiving special education services: 12%

    Total number of students served: 29

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

1	Autism	1	Orthopedic Impairment
0	Deafness	0	Other Health Impaired
0	Deaf-Blindness	19	Specific Learning Disability
0	Emotional Disturbance	8	Speech or Language Impairment
0	Hearing Impairment	0	Traumatic Brain Injury
0	Mental Retardation	0	Visual Impairment Including Blindness
0	Multiple Disabilities	1	Developmentally Delayed

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

	Number of Staff	
	Full-Time	**Part-Time**
Administrator(s)	1	1
Classroom teachers	14	2
Special resource teachers/specialists	4	3
Paraprofessionals	2	1
Support staff	5	5
Total number	26	12

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1:   18:1

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

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	96%	96%	96%	96%	96%
Daily teacher attendance	96%	97%	97%	97%	97%
Teacher turnover rate	25%	19%	19%	19%	8%
High school graduation rate	%	%	%	%	%

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

Teacher turnover rate at Star of the Sea Catholic School has been over 12% for the past four years. For 2009-2010 the turnover rate was highest due to a reconfiguration taking place and the elimination of two positions. In addition there was one teacher retiring, one leaving on maternity leave, one teacher leaving because of the decision to stay home with her children, two relocating to other states, and one accepted another teaching position that opened in her endorsement area.

In the previous three years there was a teacher turnover rate of 19%. Star of the Sea School is located near one of the largest Naval bases. This is an area with a significant military population. The transition during these three years was due to the majority of teachers leaving because of military transfers. The other reasons for teachers leaving during these three years include having a baby and accepting a position in a public school. The public school salary scale for public schools in the area are significantly higher than the salary scale for teacher in the Richmond Dioceses for Catholic schools and teachers often have to make the decision to accept a position in a public school for financial security.

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**%

PART III - SUMMARY

Star of the Sea Catholic School was established in 1958 under the vision and leadership of the Sisters, Servants of the Immaculate Heart of Mary (IHM), a teaching order from Pennsylvania. Today, Star of the Sea School continues a 52 year long tradition of Christian values, scholastic excellence and service as students are prepared for the challenge of life-long learning and leadership in today's world.

Star of the Sea Catholic School is fully accredited by the Southern Association of Colleges and Schools and the Council on Accreditation and School Improvement (SACS CASI). Star of the Sea is also endorsed by the Virginia Catholic Education Association (VCEA).

In 2000, Star of the Sea School transitioned from a parish school to a regional school and now operates under the auspices of the Diocese of Richmond Office of Catholic Schools. Star of the Sea School has an extensive early childhood program for three and four year olds as well as a full-day kindergarten curriculum for five-year olds. An integrated core curriculum provides primary students with a solid foundation of skills that promotes educational success. Intermediate and middle school students participate in instructional methods that encourage higher order thinking skills, real world application and leadership opportunities.

The Star of the Sea School community is made up of predominantly Catholic students. However, students of various religious, cultural traditions and socioeconomic levels are welcomed and enrolled. A wide variety of academic abilities are represented in our learning community. The diverse learning population is supported by differentiated instruction, a resource program focusing on remediation as well as enrichment, and a technology program that extends and augments learning. Individual student profiles and a variety of assessments are maintained to meet the learning needs of the individual learner.

Opportunities to participate in advanced classes of Algebra, Spanish I, and Earth Science are present and students are eligible to earn high school credit. A Net-Book program is being piloted in grades seven and eight allowing for technology integration throughout the curriculum. After school programs for math and science enrichment, as well as general homework assistance, are available for the middle school students.

Star of the Sea School maintains a recently upgraded library-media center, as well as a learning lab that primarily supports the science curriculum. Kindergarten through eighth grade participates in a Spanish curriculum. All learners at Star of the Sea School receive art, library and computer instruction as well as music education. Music education follows the *Orff Schulwerk* pedagogy. Band, guitar and chorus are also offered as extra-curricular instruction for grades four through eight.

 Middle school students participate in an elective program that provides a unique array of topics to explore. New topics are changed every six weeks to meet student interest. In addition to the elective program, intermediate and middle school students are also encouraged to be involved in a wide variety of extracurricular activities such as Technology 2.0, Forensics, Newspaper Club, Battle of the Books, and Performing Arts. Leadership opportunities are provided through Student Council, as well as mentoring activities between older and younger students.

Commitment to physical fitness is strong at Star of the Sea School. Students in first through eighth grades participate in the Presidential Physical Fitness Program. Our comprehensive athletic program has grown to include basketball, cheerleading, cross country, track, golf, and field hockey.

At Star of the Sea School, students benefit from learning and integrating the processes and strategies involved in writing, problem solving, researching topics, analyzing information, and describing their observations. Students are engaged learners because the faculty provides an environment where learning

is hands-on and is frequently evaluated through a wide variety of multidimensional levels of assessment. Classroom atmospheres are safe for creative risk taking and support many opportunities to generate innovative ideas.

A solid sense of community exists between parents and faculty. The parent community works in tandem with faculty and staff to continue to promote academic achievement; empowering students to be successful, responsible, contributing citizens of society. The mission of Star of the Sea School is to continue the long tradition of spirituality, scholastic excellence and service. Star of the Sea School is committed to educating the whole child, promoting a strong Catholic identity, academic distinction and social awareness.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

At Star of the Sea Catholic School all students in grades one through seven take the *Terra Nova Standardized Test* every spring. The first step in analyzing the testing results begins with comparing Star of the Sea School scores with the testing results for all Richmond Diocesan schools. A spreadsheet is created to analyze each class as it moves through the years in order to capitalize on areas of growth and identify opportunities for improvement. The second step involves the entire faculty meeting to share and discuss the testing results. The data are then used to create a classroom profile and school-wide learning plan which teachers utilize to guide instruction. This analysis of the testing data provides a measure to assess academic needs as well as areas of success.

Over the five-year period Star of the Sea School *Terra Nova* math scores have been significantly higher than the national average. The math scores in grades one and two have consistently been in the top ten percent. In grades three through seven there was some fluctuation over the five years. In third grade there was a nine point decrease in scores from the previous year. Other grades showed significant increases, such as fourth grade with a twenty-eight point increase from the previous year. As a direct result of reviewing the testing data, the decision was made to hire a resource teacher to provide remediation and enrichment. Professional development was offered to teachers to help plan instruction that incorporates hands-on learning experiences and integrate test taking strategies. In addition, middle school math curriculum needs were evaluated and Advanced Pre-Algebra and Advanced Algebra classes were added for seventh and eighth grade for students that need to be challenged.

Reading scores at Star of the Sea Catholic School have been consistently at or above the Diocesan average over the past five years. Although the scores for reading at Star of the Sea School place above the national norm, a gap was noted in the most recent year's data for third grade. Evaluation of the data led to the adoption of a new reading series that provided leveled readers to help further differentiate reading instruction for grades kindergarten through five. The new resource teacher was added to work with students who need extra support as well as those who need to be challenged further.

In order to support the reading needs of students in grades six through eight, it was determined that the Star of the Sea library required an upgrade to meet the interest levels of middle school students. The number of advanced interest level books in the library has been increased by one thousand volumes this school year. In addition, an updated *Scholastic Reading Counts* program was purchased, which includes over forty eight thousand quizzes for all grade levels to encourage students to become life-long readers.

When assessing the 2010 spring *Terra Nova* testing results, it was noted that Star of the Sea School is in the top fifteen percent nationally for all grades tested. All Star of the Sea School students in grades one through seven were included in the testing results. The results validated the efforts made at Star of the Sea to meet the learning needs of the students.

2. Using Assessment Results:

At Star of The Sea Catholic School, *Terra Nova* standardized testing scores are used as an integral part of strategic planning. Information from testing is organized and placed into *Terra Nova* class profiles; these are working portfolios for each class. The class profiles are used to guide instruction and curriculum decisions. At the beginning of each school year, testing results from the previous year are reviewed by teachers to provide insight for individual grade level strengths and weaknesses. Teachers then create a comprehensive class learning plan that highlights opportunities for growth and provides the basis for flexible group instruction in the classroom.

An important goal at Star of the Sea School is for all students to realize their potential in all areas of the curriculum. Test results gathered from the *Terra Nova* testing gives a clear picture of the academic development of the individual student as well as the whole student body.

Using assessments from each classroom, including tests, quizzes, projects, and other authentic assessments, provide further information to gain a complete picture of all students. Utilizing assessment results, along with standardized scores, enable the faculty to make informed decisions about instructional and curricular needs. This drives the framework that motivates goal setting for the entire school.

Star of the Sea School is divided into four instructional cores; prekindergarten to second grade, grades three to five, middle school, and specialty classes. Monthly core meetings allow opportunities for planning, sharing and strategy development. Core leaders conference with the principal to communicate instructional strategies and maintain continuity among all grade levels. Cross-curricular planning between grades as well as specialty classes (art, music, physical education, library, Spanish and technology) has given Star of the Sea School many opportunities to address students' multiple intelligences and a variety of learning styles across the student population.

3. Communicating Assessment Results:

At the beginning of each school year, the preceding year's *Terra Nova* test results are presented to the entire faculty. The teachers meet to analyze the results and identify strengths and areas for growth in their grade level. Instructional needs are identified by reviewing testing data, resulting in the formation of grade level learning plans. Each learning plan documents the grade level's strengths, opportunities for growth and effective classroom strategies to promote student learning. The individual grade level learning plans are compiled into a comprehensive school learning plan, which is then approved by the Diocese of Richmond and is included in the SACS CASI accreditation document.

Communication between home and school is an integral part of the educational process at Star of the Sea Catholic School. Results from the *Terra Nova* tests are sent home to parents with an informational letter explaining how to interpret test results. Parents are encouraged to meet with teachers or the administration for further clarification of testing results.

Star of the Sea School is committed to communicating test results to present and future stakeholders. School test results are made available during admission interviews and open houses. Testing results are also published on the principal's webpage and available to the community.

During the school year, Star of the Sea Catholic School hosts many events to highlight our students' academic successes and expectations such as: *Back to School Night*, *Curriculum Night* (one for middle school and one for elementary), Night with the Stars (one for each core), and fourth grade's *Colonial Christmas*. These events provide the opportunity for parents and the community at large to be actively involved in our students' accomplishments.

In addition, student progress is communicated continually to the parents throughout the school year. Weekly and monthly grades are posted on the school's website. In addition, assessments and progress reports are sent home. Communication is continued through formal conferences, e-mail, telephone calls, and notes home. Star of the Sea Catholic School's website supports the communication between school and home.

4. Sharing Lessons Learned:

At Star of the Sea Catholic School teachers are involved in a variety of committees at the diocesan, state and national levels. Faculty members take active leadership roles in professional organizations allowing them to impart their knowledge and strategies to other professionals in their various subject areas.

At the diocesan level, teachers have worked on different areas of the Master Curriculum Council for the Richmond Diocese. Members of the faculty collaborated on updating the math curriculum for first, third and fourth grades, as well as the curriculum for technology and language arts. Teachers share instructional strategies with their peers by presenting at the yearly diocesan conference. Star of the Sea has veteran teachers recognized by the Office of Catholic Schools for more than twenty years of service. They continue to mentor newer faculty.

At the state level, Star of the Sea teachers are active participants in professional organizations such as Virginia Association of Science Teachers (VAST), Virginia Council of Teachers of Mathematics (VCTM), and Virginia Society for Technology Education (VSTE). In addition to presenting at the yearly VAST conference, Star of the Sea teachers have served on the governing board and earned recognition as *Classroom Teacher – Elementary (K-5)*.

Nationally, Star of the Sea teachers are involved in a variety of organizations including National Art Educators Association (NAEA), National Council of Teachers of Mathematics (NCTM), and the National Science Teachers Association (NSTA). Star of the Sea teachers have not only participated, but excelled, earning the *Apple for the Teacher Award* for outstanding educator in Hampton Roads and the *Unsung Hero Medal of Service* award.

In addition to sharing strategies and ideas within their various professional organizations, Star of the Sea teachers have written articles for WHRO/CII Interactive eNews, had a lesson published in the *Cuisenaire Rods* 75th Anniversary commemorative booklet, and self-published two children's books.

At Star of the Sea School teachers strive to not only educate their students but to mold them into well rounded individuals who are confident in sharing their ideas and opinions with others. Through active participation in a variety of organizations, teachers share their expertise with their peers and also model for their students the importance of being involved and taking an active role in activities and organizations outside the classroom.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The curriculum at Star of the Sea Catholic School prepares students for academic success. Star of the Sea follows the curriculum guidelines established by the Diocese of Richmond. The guidelines are based on national standards and help to create a challenging and rigorous program. Each core curriculum area is designed to meet the diverse learning needs of the students. Differentiated instruction that engages each student is delivered and supported through the use of modeling, hands-on manipulatives, technology tools, online resources, leveled readers, laboratory activities, guest speakers and field trips.

Religion is a core subject taught in each grade. Formation of a strong faith is the goal that is taught not just in religion class but across the curriculum. The curriculum includes the gospel teachings of Jesus Christ, the importance of prayer and worship and the history of our rich Catholic heritage.

Language Arts instruction integrates reading, writing, grammar usage and mechanics, vocabulary, spelling and phonics, public speaking, and active listening skills. Students are encouraged to become critical thinkers and develop a life-long love of reading.

The **Mathematics** curriculum moves from basic number understanding and operations through the challenging courses offered in seventh and eighth grade. A hands-on approach in all grades provides a solid base for which to develop math skills. Advanced pre-algebra and advanced algebra courses are offered for those students who are ready to move on to higher level thinking math skills.

The **Science** curriculum provides a variety of challenging experiences for students exposing them to various aspects of earth, space and physical science throughout the grades. Students are introduced to and practice questioning, forming hypothesis, and drawing conclusions through investigative activities. Seventh graders take life science; eighth graders take physical science. Eighth graders also have the option of taking earth science for high school credit.

Social Studies helps students gain an understanding of people and their customs worldwide. The curriculum begins with teaching students about communities, cities, and countries. Students study the past and the influences it has on the present. The curriculum culminates with the eighth graders studying civics and government.

Foreign Language is an integral part of the learning experience. Star of the Sea is in compliance with the Blue Ribbon program's foreign language requirements. Spanish is offered in kindergarten through eighth grade. One hundred percent of the students participate in Spanish Language instruction the entire school year. Kindergarten receives Spanish instruction for thirty minutes per week. First through eighth grade receive Spanish instruction for forty-five minute classes. First through fifth grade receive instruction one day a week; sixth grade, three days a week; seventh grade, four days a week; eighth grade, five days a week. All eighth grade students take Spanish 1 making them eligible to earn high school credit.

Art is offered to students in all grades at Star of the Sea. The art program maintains a developmental approach that fosters a progression of skills incorporating student creativity. Students are introduced to different media while integrating with other curriculum areas.

Music instruction incorporates the *Orff Schulwerk* pedagogy and is taught to prekindergarten through eighth grade students. Each class is highlighted throughout the year as they participate in a musical performance at one of the school liturgies or programs. Students can further their music experience by participating in the band program, after school guitar classes or the choir. The developmental skills at

each grade level are highlighted at the annual Carol Night production, incorporating the students' musical talents.

Technology is infused throughout the curriculum areas utilizing emerging digital tools and resources. All learners receive technology instruction. SMART Board technology, portable laptop lab, wireless network, digital cameras, and a fully equipped computer lab are accessible and used by each grade level to enhance student learning.

Physical Education instruction is given to students in kindergarten through eighth grade, and supports the physical, emotional, spiritual, and academic growth of each student. First through eighth grade students participate in the Presidential Physical Fitness program highlighted by the bi-annual mile run held on the Virginia Beach oceanfront boardwalk.

Health instruction is given in grades four through eight. Healthy living and nutrition is taught and encouraged. This is modeled through the nutritional lunch program offered to the students. Health classes also incorporate family life, morality, and social skills. The issues of bullying are addressed to empower students with information to identify and prevent situations.

After school programs continue the school day by providing a variety of learning experiences for students at Star of the Sea. Students are able to participate in an after school drama program that culminates in a full production that is shared with the school and outside community. Students are able to supplement their language arts skills by participating in Forensics that enables them to compete with students in other local schools.

2. Reading/English:

Star of the Sea Catholic School's reading program offers explicit instruction and guidance in phonemic awareness, phonics, fluency, vocabulary, and text comprehension. The *Scott Foresman Reading Street* series for its differentiated instruction in reading comprehension skills, leveled readers, integration of thematic units in science and social studies, and strong emphasis on the writing process. The online component allows teachers to create multi-media learning materials that engage students in the learning process. Teachers are able to develop lessons that provide assistance in instruction, self-guided lessons that maintain grade level learning plans, and opportunities to support students and parents at home.

Teachers look for opportunities to both enrich the curriculum and provide remedial assistance. Differentiated instruction is the driving force in the reading series and addresses the individual needs of all students. Flexible grouping takes place in primary and intermediate grades enabling students at different levels to experience success.

Listening skills are developed in prekindergarten through the use of peer reading by older students. The writing process is introduced in kindergarten through creative digital tools, such as talking character avatars. First grade utilizes journals to develop the writing process, while second grade students blog about story comprehension. Fourth grade supports multiple modalities by providing an activity choice board for their book report presentations. Upper grades complete novel studies, which expand upon reading skills and promote literature appreciation.

The librarian supports instructional reading needs by teaching integrated lessons that support thematic study throughout core subject areas. The *Scholastic Reading Counts*, a program that offers over 48,000 online quizzes, fosters enthusiasm for reading across all genres and encourages life-long readers.

Learning continues throughout the year as kindergarten through eighth grade students participate in the Summer Reading program. The students complete cross curricular activities such as, but not limited to, story game boards, character "dress up" book reviews, and *Power Point* presentations. The library has summer hours to support this program.

The Student Resource Team and Title I program provides teachers with assistance in teaching advanced and remedial students. Students are selected based on class profiles, individual student profiles developed by every teacher, and data from student files and test scores. Students work to improve, enhance, or extend the skills in the regular classroom by working in small groups using books, lap tops, and SMART Board technology to broaden their learning experience.

3. Mathematics:

Star of the Sea Catholic School's mathematics program exemplifies a curriculum focused on problem-solving, computational skills, geometry, algebraic thinking, measurement, the application of mathematics concepts to everyday situations, and predicting, reading, interpreting and constructing tables, charts and graphs. The *Sadlier Oxford – Progress in Mathematics* series was selected for its concrete, visual, and symbolic presentations, step-by-step algorithms that provide practice activities, provisions for differentiated instruction, a student workbook, and an online resource that gives students and families the math vocabulary as well as activities that can be reinforced at home. Other strengths in the program include a cumulative approach to learning with higher grades building on what students have learned in previous grades, differentiated assessment practices, and the integration of math into other areas of instruction.

Star of the Sea's mathematics program employs a variety of teaching techniques to promote student learning. Teachers use a variety of instructional strategies to maximize success. Techniques include, but are not limited to, whole and small group instruction, online websites, maintenance practice sheets, manipulatives, and cooperative learning to motivate and enrich the students' appreciation of mathematics.

Prekindergarten practices one-to-one correspondence by matching Cheerios to dots and creating Rosaries. First grade participates in a tic-tac-toe activity to practice leveled word problems, while third grade uses SMART Board technology to reinforce computation skills and math vocabulary. Fourth grade highlights real world math by completing online survey assessments during mid-term elections. *Dynamath Magazine* is incorporated in fifth grade which engages students in authentic math activities. *Manga High, Math Jeopardy*, *BrainPop* and netbooks enhance mathematic instruction in the middle school. A more diverse curriculum instruction in mathematics has been developed for the middle school. Courses available to middle school students include mathematics, pre-algebra, advanced pre-algebra, algebra, and advanced algebra are available to the middle school students.

The mathematics program is enhanced by the Student Resource Team (SRT) to promote and develop higher level thinking skills with not only remediation, but also enrichment. The SRT works in tandem with the classroom teachers to design plans to reinforce and extend the curriculum. In addition, after school math help is offered to students in grades five through eight, providing time for additional instruction and practice.

 At Star of the Sea Catholic School, the mathematics program is enriched with a variety of opportunities to develop and empower students to achieve success.

4. Additional Curriculum Area:

 At Star of the Sea School prekindergarten through eighth grade students receive weekly technology instruction that introduces new topics and provides a means for self-study. Teachers design instruction recognizing the importance of learning with technology as a tool for enhancing students' reasoning and problem-solving abilities, and meeting the demands for 21st century learners.

The school recently upgraded the media center to include a wireless network and server, twenty-four desktop computer lab, mobile lab, digital cameras, scanner and networked printers. Each classroom has a computer and access to one of thirteen SMART Boards and projectors. Making technology accessible is a priority at Star of the Sea.

Technology at Star of the Sea enhances learning through active engagement, participation in groups, frequent interaction and feedback, and connections to real-world contexts. Students share and collaborate through wikis and blogs. Designing talking avatars and video slideshows highlight the use of creative digital tools. Students edit and produce a student newspaper and try to solve real world issues in a web 2.0 technology club. A pilot netbook program, instituted for grades seven and eight, has enhanced the curriculum allowing students access to online textbooks as well as providing for spontaneous research evolving into more in-depth class discussions.

To facilitate technology integration and knowledge construction, project based websites have been created and resources are organized on a school resource wiki, a website bookmark inventory, and a technology resource folder on the faculty network drive. Technology at Star of the Sea is used with all levels and learning styles. Digital technology tools foster creativity, innovation, and engage students with multiple intelligences through visual presentations, discussion focus, movement and hands-on interactions. In addition to providing an equitable playing field to learners of all abilities promoting self esteem and a sense of achievement, the use of these digital tools allow students to use critical thinking and advance knowledge, become more self-reliant, and develop positive cooperative learning relationships while researching topics.

Star of the Sea's 21st century learners are involved with the integration of subject areas and technology. For example, prekindergarten students completed interactive fire safety activities on the SMART Board. Second grade collaborated with local and out of state schools sharing information about animal biomes through *Wall Wisher* and *Wikispaces*. Seventh grade created a multimedia presentation integrating the math skill, percent of change. This culminated in scripting, filming and producing a commercial on an assigned product.

5. Instructional Methods:

In order to meet diverse learning needs at Star of the Sea Catholic School, a variety of instructional methods are used. Teachers are encouraged to incorporate active learning and use real-life experiences to help students make connections with their learning.

Different strategies are employed by teachers to address the learning needs of students. Methods include but are not limited to small and whole group instruction, guided reading, cooperative group experiences, and technology integration. Star of the Sea School also employs an innovative resource program, Student Resource Team (SRT), available to those students who need accommodations, modifications, remediation or enrichment. Needs are determined by using class and individual student profiles. Data from student files, *Terra Nova* test scores, baseline testing, and pretesting are used to determine flexible student groups. Qualifying students have the opportunity to receive Title I instruction and speech, art, and occupational therapies.

Star of the Sea teachers plan and present lessons that engage visual, auditory and kinesthetic learners. Visual learning is enhanced with video presentations, online textbooks, and online leveled readers. Big books, poem and song charts, patterns and graphing are some of the resources utilized. Auditory learning is supported with listening centers, song and poem CD's, audio books, online textbooks, online leveled readers, *Toobaloos* and music instruction. Students use headphones during computer time to focus on listening skills. Kinesthetic learning takes place through the use of math and language arts manipulatives, the portable laptop lab, SMART Board technology, hands-on science experiments, and music and art integrated projects.

Technology is integrated across curriculum and used to support 21st century learners. Students in all grades are provided opportunities to learn computer skills. Projects in curriculum areas are tiered to provide choices for a wide use of media and technology. The expanded field of knowledge that is opened up through the internet is used with guided research and web quests. By incorporating the use of blogs and wikis students are challenged to share information and connect with other learners. Second and fourth

grades use a class blog to expand homework assignments. Students use *Power Point* presentations, word documents, and spreadsheets to present information learned.

Star of the Sea School meets the needs of diverse learners with a variety of instructional methods. Active learning is incorporated with the use of real-life experiences throughout the curriculum to help students make connections with their learning.

6. Professional Development:

At Star of the Sea Catholic School the administration and faculty understand the importance of continuing education and how it relates to student achievement. The faculty goes beyond the minimum requirement for state certification. Teachers model lifelong learning for students by enrolling in workshops, seminars, professional conferences, and undergraduate and graduate level college courses for continuing education and recertification. The administration strives to provide opportunities and support for faculty to attend workshops, take online courses, and use peer networking within the school and diocese to enhance student learning.

The school effectively uses available Title funds to help teachers defray the costs of attending conferences such as Virginia Association of Science Teachers (VAST), Virginia Society for Technology in Education (VSTE), and National Council of Teachers of Mathematics (NCTM). The attendees share experiences with peers and implement innovative ideas in the classroom.

Star of the Sea School is a member of WHRO/Consortium for Interactive Instruction. The school's annual membership allows teachers to take courses online at no cost or at a reduced tuition rate. Teachers take advantage of this opportunity and enroll in courses such as *Algebraic Thinking* and *Teaching Geometry K-2,* resulting in the use of innovative teaching strategies.

Star of the Sea School networked with other schools to explore new possibilities with technology in the classroom directly resulting in the addition of thirteen SMART Boards. Technology is an integral part of the curriculum and is used to enhance classroom instruction.

This year Star of the Sea School implemented a three-year-old prekindergarten program. Teachers from Star of the Sea School visited early childhood programs in the Diocese, Virginia Beach and Norfolk public schools, and Old Dominion University to gain insight on how a three year old program could benefit the school. Teachers then developed a progressive state licensed three-year-old program, which along with the existing four-year-old program, continues to strengthen the solid foundation offered at Star of the Sea School.

The administration and faculty's commitment to continuing education has directly impacted student learning. Star of the Sea School's standardized test scores in reading and math have consistently been above the national norm. This year 25% of seventh grade and 46% of eighth grade students qualified to take the SAT through the Johns Hopkins Search for Talented Youth. Through continuing education, the faculty is better able to prepare students to meet the ever-increasing demands of academic excellence.

7. School Leadership:

Star of the Sea Catholic School incorporates a shared leadership approach in order to facilitate student learning and teacher effectiveness. The leadership team includes the principal, vice principal and core leaders for each of the four instructional cores. Faculty meetings are held each week alternating between whole faculty meetings and core level meetings. The meetings provide opportunities for sharing, professional development, and community building. Teachers are able to discuss student progress and share strategies employed in the classrooms.

Teachers at Star of the Sea School are required to develop professional and instructional goals for each school year. This goal setting inspires teachers to incorporate new and effective strategies and develop cutting edge instructional techniques for student learning. In addition, all faculty and staff participate in a community building program during the school year. Each month activities are presented to encourage professional reflection, team building, and community growth.

The principal is the driving force guiding Star of the Sea School and shaping its future, by focusing on the needs of 21st century learning. In two years, the principal has incorporated many programs that facilitate the mission and vision of the school such as, implementing a comprehensive school website, procuring SMART Boards, piloting a middle school netbook program and online textbooks. Communication with parents, alumni and stakeholders is facilitated through the use of a monitored communication system (ADT Alerts), paperless online communication and social networking. Effective communication among all stakeholders ensures uniform understanding and implementation of school policies.

Under the leadership of the principal, the yearly budget enables the acquisition and maintenance of quality instructional resources. This year, new science, social studies, and Spanish textbooks were purchased for seventh and eighth grade. The new textbook series includes an online version for students providing another effective technology tool that enhances student learning. A development program involves the entire school community in providing additional resources. Contributions made to Star of the Sea School from within the school and outside communities assisted in the procurement of thirteen SMART Boards, projectors, an elementary reading series with a online component, software, construction and setup of a learning/science lab, and new early childhood playground equipment.

Collaborating with the faculty, School Board, Home and School Association, Parent Advisory Committee, and Enrollment Management Team, the principal's leadership ensures a sound future of growth and achievement for Star of the Sea Catholic School.

PART VI - PRIVATE SCHOOL ADDENDUM

1. Private school association: <u>Catholic</u>

2. Does the school have nonprofit, tax-exempt (501(c)(3)) status? <u>Yes</u>

3. What are the 2009-2010 tuition rates, by grade? (Do not include room, board, or fees.)

<u>$5451</u>	<u>$5451</u>	<u>$5451</u>	<u>$5451</u>	<u>$5451</u>	<u>$5451</u>
K	1st	2nd	3rd	4th	5th

<u>$5451</u>	<u>$5451</u>	<u>$5451</u>	<u>$0</u>	<u>$0</u>	<u>$0</u>
6th	7th	8th	9th	10th	11th

<u>$0</u>	<u>$0</u>
12th	Other

4. What is the educational cost per student? (School budget divided by enrollment) <u>$7079</u>

5. What is the average financial aid per student? <u>$1578</u>

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

7. What percentage of the student body receives scholarship assistance, including tuition reduction? <u>7%</u>

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics   Grade: 1   Test: Terra Nova

Edition/Publication Year: 3rd/2009 Publisher: CTB/McGraw Hill Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Apr	Apr	Mar	Mar
SCHOOL SCORES					
Average Score	95	88	86	92	78
Number of students tested	24	35	31	38	36
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					

NOTES: Disaggregated test data for subgroups was not provided because there were under 10 students at this grade level in the designated subgroups.

11PV41

STATE CRITERION-REFERENCED TESTS

Subject: Reading   Grade: 1   Test: Terra Nova

Edition/Publication Year: 3rd/2009 Publisher: CTB/McGraw Hill Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Apr	Apr	Mar	Apr
SCHOOL SCORES					
Average Score	88	96	90	90	84
Number of students tested	24	35	31	38	36
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					

NOTES: Disaggregated test data for subgroups was not provided due to the fact that there were under 10 students at this grade level in the designated subgroups.

11PV41

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics   Grade: 2   Test: Terra Nova

Edition/Publication Year: 3rd/2009 Publisher: CTB/McGraw Hill Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Apr	Apr	Mar	Apr
SCHOOL SCORES					
Average Score	91	90	90	70	68
Number of students tested	30	32	39	32	43
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					

NOTES: Disaggregated test data for subgroups was not provided due to the fact that there were under 10 students at this grade level in the designated subgroups.

11PV41

STATE CRITERION-REFERENCED TESTS

Subject: Reading   Grade: 2   Test: Terra Nova

Edition/Publication Year: 3rd/2009 Publisher: CTB/McGraw Hill Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Apr	Apr	Mar	Apr
SCHOOL SCORES					
Average Score	78	72	74	78	80
Number of students tested	30	32	39	32	43
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					

NOTES: Disaggregated test data for subgroups was not provided due to the fact that there were under 10 students at this grade level in the designated subgroups.

11PV41

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics   Grade: 3   Test: Terra Nova

Edition/Publication Year: 3rd/2009 Publisher: CTB/McGraw Hill Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Apr	Apr	Mar	Apr
SCHOOL SCORES					
Average Score	79	88	82	76	79
Number of students tested	32	34	29	34	41
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					

NOTES: Disaggregated test data for subgroups was not provided due to the fact that there were under 10 students at this grade level in the designated subgroups.

11PV41

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 3 Test: Terra Nova

Edition/Publication Year: 3rd/2009 Publisher: CTB/McGraw Hill Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Apr	Apr	Mar	Apr
SCHOOL SCORES					
Average Score	72	89	75	81	80
Number of students tested	32	34	29	34	41
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					

NOTES: Disaggregated test data for subgroups was not provided due to the fact that there were under 10 students at this grade level in the designated subgroups.

11PV41

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics   Grade: 4   Test: Terra Nova

Edition/Publication Year: 3rd/2009 Publisher: CTB/McGraw Hill Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Apr	Apr	Mar	Apr
SCHOOL SCORES					
Average Score	88	60	75	81	69
Number of students tested	30	33	31	42	38
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES: Disaggregated test data was not provided due to the fact that there were under 10 students at this grade level in the designated subgroups.					

11PV41

STATE CRITERION-REFERENCED TESTS

Subject: Reading   Grade: 4   Test: Terra Nova

Edition/Publication Year: 3rd/2009 Publisher: CTB/McGraw Hill Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Apr	Apr	Mar	Apr
SCHOOL SCORES					
Average Score	82	75	80	84	82
Number of students tested	30	33	31	42	38
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					

NOTES: Disaggregated test data for subgroups was not provided due to the fact that there were under 10 students at this grade level in the designated subgroups.

11PV41

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics   Grade: 5   Test: Terra Nova

Edition/Publication Year: 3rd/2009 Publisher: CTB/McGraw Hill Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Apr	Apr	Mar	Apr
SCHOOL SCORES					
Average Score	79	71	75	70	62
Number of students tested	28	28	40	37	36
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					

NOTES: Disaggregated test data for subgroups was not provided due to the fact that there were under 10 students at this grade level in the designated subgroups.

11PV41

STATE CRITERION-REFERENCED TESTS

Subject: Reading   Grade: 5   Test: Terra Nova

Edition/Publication Year: 3rd/2009 Publisher: CTB/McGraw Hill Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Apr	Apr	Mar	Apr
SCHOOL SCORES					
Average Score	71	69	85	77	72
Number of students tested	28	28	40	37	36
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					

NOTES: Disaggregated test data for subgroups was not provided due to the fact that there were under 10 students at this grade level in the designated subgroups.

11PV41

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics   Grade: 6   Test: Terra Nova

Edition/Publication Year: 3rd/2009 Publisher: CTB/McGraw Hill Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Apr	Apr	Mar	Apr
SCHOOL SCORES					
Average Score	70	75	69	77	86
Number of students tested	26	39	29	35	33
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
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: Disaggregated test data for subgroups was not provided due to the fact that there were under 10 students at this grade level in the designated subgroups.					

11PV41

STATE CRITERION-REFERENCED TESTS

Subject: Reading   Grade: 6   Test: Terra Nova

Edition/Publication Year: 3rd/2009 Publisher: CTB/McGraw Hill Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Apr	Apr	Mar	Apr
SCHOOL SCORES					
Average Score	78	80	79	70	86
Number of students tested	26	39	29	35	33
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
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: Disaggregated test data for subgroups was not provided due to the fact that there were under 10 students at this grade level in the designated subgroups.

11PV41

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics   Grade: 7   Test: Terra Nova

Edition/Publication Year: 3rd/2009 Publisher: CTB/McGraw Hill Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Apr	Apr	Mar	Apr
SCHOOL SCORES					
Average Score	88	60	77	91	77
Number of students tested	36	32	34	25	33
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
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: Disaggregated test data for subgroups was not provided due to the fact that there were under 10 students at this grade level in the designated subgroups.

11PV41

STATE CRITERION-REFERENCED TESTS

Subject: Reading   Grade: 7   Test: Terra Nova

Edition/Publication Year: 3rd/2009 Publisher: CTB/McGraw Hill Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Apr	Apr	Mar	Apr
SCHOOL SCORES					
Average Score	81	78	68	88	82
Number of students tested	36	32	34	25	33
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
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: Disaggregated test data for subgroups was not provided due to the fact that there were under 10 students at this grade level in the designated subgroups.

11PV41