

PART I - ELIGIBILITY CERTIFICATION

12DD3

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 2011-2012 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 foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
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

12DD3

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 6 Elementary schools (includes K-8)
 (per district designation): 2 Middle/Junior high schools
3 High schools
0 K-12 schools
11 Total schools in district
2. District per-pupil expenditure: 13261

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Small city or town in a rural area
4. Number of years the principal has been in her/his position at this school: 1
5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	2	1	3
K	2	3	5		7	1	1	2
1	3	5	8		8	0	0	0
2	3	2	5		9	0	0	0
3	0	0	0		10	0	0	0
4	2	1	3		11	0	0	0
5	0	1	1		12	0	0	0
Total in Applying School:								27

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
41 % Asian
15 % Black or African American
7 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
18 % White
19 % 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 2010-2011 school year: 13%

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, 2010 until the end of the school year.	3
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	0
(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, 2010	23
(5)	Total transferred students in row (3) divided by total students in row (4).	0.13
(6)	Amount in row (5) multiplied by 100.	13

8. Percent of English Language Learners in the school: 7%

Total number of ELL students in the school: 2

Number of non-English languages represented: 1

Specify non-English languages:

Korean

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: 0%

Total number of students served: 0

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

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>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>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>3</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>0</u>	<u>0</u>
Paraprofessionals	<u>0</u>	<u>1</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>1</u>	<u>1</u>
Total number	<u>5</u>	<u>2</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: 9:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	99%	98%	99%	100%	99%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

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%**

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

No

Yes

If yes, what was the year of the award?

Charles Turner Joy Elementary School (CT Joy) is a Department of Defense Education Activity (DoDEA) school located on the Command Fleet Activities Naval Base Chinhae (CFAC). COMFLEACT Chinhae comprises approximately 84 acres, and is adjacent to the Republic of Korea Naval Base, Chinhae, Korea. Chinhae is a port city with a population of 150,000, located in the province of Kyong Sang Nam Do on the southeast coast of Korea. CT Joy provides a world class education to the children of service members and civilians whose primary mission is to maintain and operate facilities and provide services and materials to support Sailors, Marines, Families and Ships of the Fleet during peacetime, exercises and contingency operations

CT Joy Elementary School began school year 1960-1961. The present school building was built in 1962. In 1983 the media center was added, and in 1994 the main hallway and all the rooms on the south side were constructed. The school has had an enrollment of approximately 30 students and has served the Chinhae Community well for 50 years. CT Joy has a highly qualified teaching and leadership team in place. Strong partnerships, shared leadership, inclusive decision making, and a tradition of excellence enable CT Joy to effectively meet the unique challenges of the smallest DoDDS School.

All members of the staff are engaged in teaching and learning. Students attend multi-age classes taught by a dedicated highly qualified civilian staff that are certified across multiple curriculum areas. Our low student to teacher ratio has enabled us to foster close relationships that transcend the traditional student/teacher/parent relationship. We are a family. A focus on differentiated instruction and individualized academic goals has led to continued academic success which is evidenced by over 95% of students being placed on the Principal's Honor.

Current professional development activities are focused on data-driven instruction, formative assessments, utilizing best practices, and authentic technology integration. Teachers have fully embraced technology as a tool for teaching and learning, and interactive white boards are being used in every classroom. The administration ensures curricular requirements are met through teacher observations, evaluations, assistance in the development, and monitoring of Professional Growth Plans (PGPs), and by soliciting student and parental feedback. Additionally, students have access to the DoDEA Virtual School for rigorous courses that are not available on site.

To meet the special needs of students, specialists from Seoul and Daegu provide service in English as Second Language, Special Education, Speech/Language, and Media and Technology when it is necessary. School counselors and psychologist visit the school on an as needed basis. Inclusion policy for students with special needs is planned and implemented. Career planning and advisory programs are available to students to aid their academic success and transition to the next grade level.

The leadership at CT Joy maintains a close relationship with the community to ensure both school and community work together to foster a learning community. Parents and other stakeholders are invited to sponsor extra-curricular clubs and attend events throughout the year including student presentations at PTO Meetings, PTO Book Fair, One Hundred Days of School.

1. Assessment Results:

The Department of Defense Education Activity (DoDEA) is a public school system that has assessed student progress annually since school year 2008-2009 using the norm-referenced test, *TerraNova* Multiple Assessments, third edition. Prior to 2008-2009, the second edition of the *TerraNova* was given. As the norms for the third edition differ from those in previous editions, it is statistically inappropriate to compare scores across both test versions. Performance data from the *TerraNova* is analyzed by our professional learning community and communicated to stakeholders in National Percentile (NP) form, and recently as Norm Curved Equivalent (NCE) scores. Parent briefings on reading and understanding *TerraNova* reports are held once results are published. The Director of the Blue Ribbon Schools program has allowed Charles Turner Joy Elementary School (CTJoy) to submit Scale Scores (SS) using the format typically reserved for private schools. The SS cut points used by Blue Ribbon Schools for private school nominees are the averages of private school in the top fifteen percent. Presenting and discussing data in this way is most appropriate given the type of assessment administered, although this narrative will include references to NP scores when appropriate.

DoDEA describes “meeting the standard” as NP scores above fifty percent. The performance level of “at standard,” is used for NP scores ranging from fifty-one to seventy-five percent; “above standard,” describes NP scores ranging from seventy-six to ninety-nine percent. The website URL on which DoDEA’s assessment results may be found is <https://webapps.dodea.edu/SRC/>

CT Joy students perform well above national, DoDEA, and district averages on all five *TerraNova* subtests (Reading, Language Arts, Mathematics, Science, Social Studies) every year. CT Joys scores may show large fluctuations due to varied grade level enrollments from year to year; however, students tend to remain at CT Joy for two or more years. In lieu of analyzing the yearly averages, it is more conducive to view averages across grade levels. In 2008-2009 the third grade math average was 646. In 2009-2010 fourth grade mathematics increased to 667. Grade five mathematics in 2010-2011 increased to 710. Scaled scores for reading for the three years for all grade levels. Grade eight saw significant increases in averages increasing from 709 in 2009-2010 to 748 in 2010-2011.

2. Using Assessment Results:

The CT Joy Elementary School’s yearly Continuous School Improvement Plan includes all goals, objectives, strategies, staff development plans and timelines for improving teaching and learning at the school.

The goals that are defined by CT Joy reflect the school mission statement and beliefs. Two school improvement goals are to improve student writing and reading across all curricular areas. As a constant and daily reminder these statements are highly visible throughout the school and displayed in each classroom. In addition, the mission statement and the two goals appear on the school website.

Both CSI Goals emphasize increasing the achievement of all students in reading and writing. Teachers carefully analyze assessment data to ensure that all students are learning to the best of their ability. Each month teachers are provided time to review and discuss CSI Goals and Interventions to bring equity for all learners in the school to fruition. We provide teacher training, in-services, as well as encourage innovative Professional Growth Plans.

Language Home Surveys are used as one part of the process to determine whether a second language is impacting a child’s educational experience. Records are reviewed by administration upon a new student’s

transferring into the school to determine if special services are required to ensure equity of learning opportunities.

Different staff members at CT Joy have been trained to provide specialized services. Additionally, the District Superintendent's Office and Daegu American School provide additional staff and services as needed on an itinerant basis. Thereby, CT Joy has a full complement of staff available to provide all needed services. Services such as 504 plans, Student Support Team (SST), Literacy Support/Literacy Facilitator (LSS/LF), READ 180, are available for students requiring additional support to access the learning opportunities available.

CT Joy Elementary has a comprehensive testing system that is documented through a school wide database to access and compare results. Our students' academic abilities are assessed two times a year on Scholastic Reading Inventory (SRI), three times a year on DRA, four times a year on Literacy Place Unit test, and five times a year on Reading Account. Students are assessed on an ongoing benchmark mastery tests through the DoDDS adopted reading, math, social studies and science series. The annual assessments include the *TerraNova*, SRI, and Literacy Place end of the year assessment packet. The Read 180 is used as a differentiated instructional tool and diagnostic analysis from the program is used for students who are identified as struggling readers and need help with reading strategies.

Assessments are scheduled periodically, quarterly, and annually. Student assessment data is the basis for making curriculum decisions and adjustments at CT Joy Elementary School. This is evidenced by the way teachers immediately connect the test results to individual students and/or groups of students to make changes in their teaching strategies. This includes abandoning ineffective methods when the need arises, based on individual student needs. It is customary to see teachers volunteering their after-school hours for tutoring students, and these teachers take the extra time to support new students that arrived in school, through teacher collaboration, data review, and observation.

Individual student growth at CT Joy Elementary is demonstrated through the year-end progress reports, Read 180 reports, Literacy Place Unit test scores, DRA scores, SRI scores, and ongoing benchmark mastery tests through DoDDS-Pacific adopted reading, math, social studies, and science series. Student growth is documented in individual student data binders and shared with students and parents.

All stakeholders in the CT Joy Elementary School community are made aware of students' performance. The mission and two goals are also included in the quarterly newsletters (written by the school principal) and monthly classroom newsletters (written by teachers), and a yearly newsletter that is sent to parents to inform them of the status of the Continued School Improvement Plan.

Throughout the school year CT Joy communicates student accomplishments that are aligned with the mission and two established goals to all stakeholders through regularly scheduled Continuous School Improvement Leadership Team meetings, faculty meetings, yearly awards assemblies, parent letters, SAC and PTO meetings, Reading Nights/parent nights, quarterly student report cards, and parent-teacher conferences.

3. Sharing Lessons Learned:

Sharing lessons learned in person with other DoDDS-Korea schools is challenging for Charles Turner Elementary School due to its location. CT Joy has cultivated relationships with host nation schools, participated in online work groups, subscribes to professional organizations such as Phi Delta Kappa (PDK) and the Association for Supervision and Curriculum Development (ASCD), attends district-wide trainings and in-services, and collaborate with other DoDEA educators via email. Although face-to-face meetings are limited the CT Joy staff utilizes all tools at their disposal to connect and share successful strategies with other schools in DoDEA, stateside institutions, and local Korean schools.

The principal of CT Joy participates in monthly district administrative conferences with other school leaders in the district. Additionally, the principal has participated in the DoDEA Center for School Leadership that has promoted collaboration amongst peers. She has presented strategies on the use of best practices and academic coaching. The principal also co-facilitates a Blackboard course for educators in Korea, Germany, and Italy in a Virtual Professional Learning Community. The principal is currently serving on the Korea District STEM committee, acts as an advisor and mentor for the 2011-2012 Center for School Leadership, and has formed a DoDEA small schools network to share successful strategies with other small DoDEA schools. The principal has also held executive board positions with PDK Germany and ASCD International.

CT Joy often partners with Daegu American School (DAS) the closest DoDEA school to Chinhae. CT Joy teachers regularly collaborate with DAS teachers to share best practices on helping struggling readers and writers.

Teachers share successful teaching strategies during district trainings, and participate in informative workshops and job-alike sessions during the annual Korea Council of Overseas Schools (KORCOS) conference. Teachers also have the opportunity to interact with other educators during district-led professional development opportunities facilitated by district instructional support specialists.

Teachers attend curriculum related training on balanced literacy, best practices in math instruction, and effective writing strategies that provides ample opportunity to share best practices with their colleagues.

The Korea District has established authentic professional learning communities (PLCs) on the local and district level that promote a collaborative culture.

4. Engaging Families and Communities:

The CT Joy Elementary School stakeholders have high expectations, and they are encouraged to freely communicate commendations and recommendations regarding school effectiveness. This effective communication prompts committees to make suggestions and analyze the issues to better serve the students' academic needs and improve individual student learning.

To increase the opportunity for the community to share with the school, the principal of CT Joy maintains an open door policy. The goal is to communicate to the stakeholders that their opinions and feedback are valued. If concerned individuals do not feel that their needs are being taken care of within the school, the formal grievance procedure and chain of command is detailed on newsletters that are sent home.

Charles Turner Joy Elementary School gives stakeholders numerous forums in which to express their expectations of the school and its activities. The school and classroom newsletters are sent via email to concerned parties. Parents are invited to attend monthly Parent Teacher Organization (PTO), School Advisory Committee (SAC), and the Continuous School Improvement Leadership Team (CSILT) meetings. The School Advisement Committee allows for stakeholders to bring to the table any items of concern, either in an open forum or as an agenda item. Also the CSILT includes members of the community, so that they can be vested in the goals of the school.

The Parent Teacher Organization is very active giving both parents and teachers leadership opportunities to support school programs. Our partnership with parents and teachers, the Parent- Teacher Organization (PTO), provide stakeholders an opportunity to have a voice in decision- making.

The Installation/School Advisory Committee has two parent representatives and two teacher representatives, which give their constituencies a voice in school policy decisions. The Installation/School Advisory Committee (I/SAC) provides direction for the CT Joy Elementary School leadership by providing suggestions for the remediation of various school-community issues or by offering support for

actions being taken by the school. Members gain leadership experience as well as pride and a sense of ownership in CT Joy Elementary School.

CT Joy provides stakeholders with many opportunities to provide leadership and to contribute to the decision-making process. A kid-friendly mission statement has been created by the students and displayed on the CSI Bulletin Board. CT Joy is a very small school, volunteers provide valuable support to school programs and leadership.

1. Curriculum:

The curriculum provided to the students of Charles Turner Joy Elementary School is based on the curriculum standards adopted by the Department of Defense Education Activity (DoDEA) for use in its 192 schools located on US military installations around the world. Due to the high mobility rate of military-connected students, DoDEA has implemented a systemic curriculum implementation. It is vital that highly mobile military connected students receive a consistent high quality education and curricular continuity is essential.

DoDEA provides students and teachers with high quality 21st century materials, guidance and access to research-based best practices for instruction. To meet all students' learning needs, teachers differentiate instruction and access additional resources as necessary.

English Language Arts: The English Language Arts curriculum provides students rich, rigorous programs that address literacy skills in reading, writing, speaking, and listening, as well as 21st century skills in research, technology, and media. This standards-based curriculum allows students to explore the world around them through integrated reading and writing programs.

Mathematics: The Mathematics curriculum spirals through five major strands: Number and operations, algebra, geometry, measurement, and data analysis and probability. These strands are addressed using five major process standards: problem solving, reasoning and proof, communication, connections, and representation.

Science: Primary instruction includes hands-on experiences in order to facilitate development of scientific knowledge. Grade four focuses on providing students with the opportunity to learn age-appropriate concepts and skills in the life, earth, and physical sciences and to acquire scientific attitudes and habits of mind. Inquiry-based learning to acquire the knowledge, skills and processes pertaining to the physical, life, and earth sciences is the cornerstone of grade 5. Grades six through eight, the science content is presented through an integrated approach that interlinks concepts and skills in physical, life, and earth sciences.

Social Studies: Primary instruction focuses on understanding the world through experiences. Grade four students learn the story of the United States in terms of its vast and varied geography, its many waves of immigration beginning with pre-Columbian societies, its continuous diversity, economic energy, and rapid growth. Students in grade five study the development of the American nation to 1850. Students in grade six expand their understanding of history by studying the people and events that ushered in the dawn of the major Western and non-Western ancient civilizations. Students in Grade 7 learn about the regions and nations of the Middle East, Asia, Africa, and Central and South America. Grade eight students explore the ideas, issues, and events leading to the framing of the American Constitution through Reconstruction.

Visual Arts: Due to limited staffing, art instruction is integrated into the curriculum. Additionally, All CT Joy students participate in an after school art program.

Performing Arts: Performance is available for all students as a yearlong offering. Students' present dramatic performances, reader's theater, holiday shows, and plays monthly. All CT Joy students participate in an after school music program.

Physical Education: Every student is participates in at least 60 minutes of PE. Students in grades K-3 also participate in at least one additional 15-minute recess period daily.

Health and Nutrition: Students in grades six through eight are enrolled in nine weeks of health. The DoDEA Health Education Content Standards focus on achievement of health literacy for all students and are aligned to the National Health Education Standards.

Foreign Language: Due to limited enrollment CT Joy offers foreign language courses via the DoDEA Virtual School.

Science Technology Engineering Math (STEM): All students participate in a semester long STEM elective course begins with the history of technology and progresses to 21st century technological tools.

2. Reading/English:

The Department of Defense Education Activity (DoDEA) standards used at Charles Turner Joy Elementary School incorporate the subjects of reading and language arts into a curriculum area entitled, “English Language Arts.” There are three major strands: reading; writing; speaking and listening. In grades four, five and six, CT Joy students are enrolled in a double-period course called, “Integrated Language Arts-Reading.” Seventh and eighth grade students take the single class, “English Language Arts.” Additionally, reading support classes are offered at all grade levels for students reading below grade level.

Balanced Literacy Instruction, when effectively implemented, provides every student the opportunity, to become a successful reader. Differentiated Instruction (DI) has been proven to help those students who are at the below level position in their reading. The teachers use step-by-step lesson plans that are reflective of the developmental stages of the students’ reading process, and provide students with opportunities to engage in guided reading, word study, and writing. DI ensures that every group of students receives quality level reading instruction matched to their learning needs.

Based on research-based strategies, DI is the best suited reading intervention strategy for the struggling students at CT Joy Elementary School. Each classroom teacher is given a task in enhancing students’ skills in phonemic awareness, phonics, fluency, vocabulary, text comprehension, spelling, and writing to help struggling readers become fluent readers with improved comprehension.

Teachers gather information from both formal and informal assessments about how students are progressing in their learning at any given point. Teachers look at specific students that might need more support in order to reach the goal; to become a strong reader and an academic performer.

The students’ triangulated data was used as a basis for the identification of the Struggling Readers. For example: students who scored below the 25th percentile on *TerraNova* reading scores, students who scored below the bench mark on the Literacy Place Unit Assessments (reading section), students who scored below the benchmark on Lexile scores, students who scored below grade appropriate expectations on DRA, and students who are strongly recommended by their classroom teachers.

3. Mathematics:

The Department of Defense Education Activity (DoDEA) math curriculum is centered on students' learning and their ability to reason and think mathematically. Curriculum standards, effective instructional strategies, and ongoing assessment of student progress are essential components of the math program. The major goal of the DoDEA Mathematics Program is to offer a balanced curriculum including problem solving, conceptual development and basic skills organized by five content strands and process standards. The five major DoDEA curriculum strands are numbers and operations, algebra, geometry, measurement,

data analysis and probability. These strands are addressed using five major process standards: problem solving, reasoning and proof, communication, connections, and representation.

Problem Solving: all students are required to build new mathematical knowledge through problem solving; solve problems that arise in mathematics and in other contexts; apply and adapt a variety of appropriate strategies to solve problems; monitor and reflect on the process of mathematical problem solving.

Reasoning and Proof: all students are expected to recognize reasoning and proof as fundamental aspects of mathematics; make and investigate mathematical conjectures; develop and evaluate mathematical arguments and proofs; select and use various types of reasoning and methods of proof.

Communication: all students are required to organize and consolidate their mathematical thinking through communication; communicate their mathematical thinking coherently and clearly to peers, teachers, and others; analyze and evaluate the mathematical thinking and strategies of others; use the language of mathematics to express mathematical ideas precisely.

Connections: all students must have the ability to recognize and use connections among mathematical ideas; understand how mathematical ideas interconnect and build on one another to produce a coherent whole; recognize and apply mathematics in contexts outside of mathematics.

Representation: all students must be able to create and use representations to organize, record, and communicate mathematical ideas; select, apply, and translate among mathematical representations to solve problems; use representations to model and interpret physical, social, and mathematical phenomena.

Standardized test results are provided to teachers at the start of the school year to identify students in need of differentiated instruction. Grade level teams review student assessment data and pre-assess students to gauge initial performance levels. Algebra 1 is offered via the DoDEA Virtual School due to limited enrollment.

Student progress is continually monitored by teachers using both formative and summative assessments and by administration using an online gradebook and in class observations. In-school and after-school assistance is provided to students performing below grade level.

4. Additional Curriculum Area:

The DoDEA mission, “To provide an exemplary education that inspires and prepares all DoDEA students for success in a dynamic, global environment,” is realized in the vision statement of Charles Turner Joy Elementary School (CT Joy): “provides a nurturing environment for the whole child and utilizes challenging content to develop and strengthen the ability to anticipate, adapt, persist, and work ethically in order to be successful in an ever diversifying global community” and supported by the DoDEA social studies curriculum.

The DoDEA social studies program provides a rigorous curriculum that engages students in learning significant content knowledge and skills that will enable them to understand the importance of the preservation of democratic societies and to have an understanding of people, government, culture, and places around the world.

The social studies curriculum develops student knowledge and skills needed to comprehend and navigate as citizens in a culturally diverse 21st century world. The Social Studies Standards were evaluated in 2009 by Mid-continent Research for Education and Learning (McREL) for breath depth, clarity, and specificity and received a favorable rating. They are structured around essential understandings, guiding questions,

and critical thinking skills. These elements will enable students to reach conclusions based on solid evidence and think critically, creatively, and rationally with the context of the curriculum and grade level.

The elementary social studies program is integrated with developmentally appropriate concepts and skills in learning about living in communities, the history and geography of the United States and ancient world cultures and geography.

At CT Joy the DoDEA social studies curriculum is augmented by cultural experiences on the Korean peninsula. Students engage in authentic study trips to study unique geographic landforms, visit host nation museums, and participate in host cultural fairs.

5. Instructional Methods:

The mission for CT Joy is utilizing standards based instruction to foster students' ability to anticipate, adapt, and work ethically, to ensure their success in an ever diversifying, technologically advancing global community. Students are taught in a multi-age classroom that provides specialized individual instruction. Differentiated instruction is a key component in the multi-age classroom because students span multiple grade levels. Teachers use formative assessment data to establish flexible groups in the classroom to promote learning. Teachers evaluate instruction on a daily basis to ensure they are meeting the needs of their diverse learners. All staff members participated in a book study on Marzano's nine instructional strategies to increase the effectiveness of their instruction.

Teachers continually review the schools *TerraNova*, DRA, and SRI scores to find areas of greatest need. Differentiation is used based on the data, to provide a challenge for each student along with providing opportunities for independent thinking. Student learning needs are met through differentiated instruction, via Read 180, and with before and after-school tutoring service provided by teachers.

The school administrator and the Continuous School Improvement Chair (CSI) meet with all the teachers and paraprofessionals on a regular basis to discuss the effectiveness of the school improvement plan and academic interventions. Student academic data are presented and interpreted, analyzed, and evaluated by the faculty. Teachers design appropriate interventions based on the discussions regarding the use of interventions and the effectiveness to facilitate these goals and improve student learning. Examples include implementing "Guided Reading", "Writer's Workshop", and Reading Workshop after analyzing the Terra Nova test data, teacher collaboration, and stakeholder feedback.

The administrator arranges for in-house training by seasoned teachers. DoDEA trained personnel offer various workshops that benefit classroom teachers by helping them to implement and enhance teaching strategies or programs such as Balanced Literacy and Multi-age instruction. The administrator, CSI Chair, and District educational staff, effectively train teachers to analyze and use data to develop differentiated instruction that is correlated to DoDEA standards.

6. Professional Development:

The administrator recognizes that teachers benefit from training through staff development opportunities. The administrator arranges for teachers to attend various workshops offered by the DoDEA system that are beneficial in implementing new teaching strategies or programs. Examples of staff development opportunities include understanding data, integrating technology, and best practices. Teachers attend in-house technology training provided by the DoDEA Education Technologist.

The school administrator meets with the all teachers and paraprofessionals once a month to discuss the effectiveness of the school improvement plan and academic interventions. The collected and interpreted/analyzed students' academic data are discussed with the faculty.

Teachers develop a Professional Growth Plan to insure continued professional development. Area, District, and School Staff Developers and Coaches provide in-services to all faculty members throughout the school year. Teachers have the opportunity to attend summer workshops to further develop their instructional skills. The principal monitors instruction by visiting classrooms daily and conferencing with teachers often. Teachers continuously use teacher-generated assessments as well as norm-referenced and criterion-referenced tests to assess student academic growth and needs.

Annual In-services including Writing Workshop and Guided Reading are offered to ensure that all faculty members are coached in the interventions used in the Continuous School Improvement (CSI) process. Collaborative meetings are held to review student artifacts and feedback is given to the teachers, who, modify instruction as necessary to meet academic goals.

CT Joy also provides targeted in-services and professional development training to its school staff to provide professional growth opportunities in the use of data, including DoDEA in-services and training sessions. One of the elementary teachers acts as the school's Literacy Support Specialists/Literacy Facilitators (LSS/LF). She provides additional information to the teaching staff and administration on the performance and unique requirements of our students in the area of reading. Teachers are given an opportunity to take online courses including Scholastic Red Courses.

Charles Turner Joy Elementary School schedules early release on Thursdays for professional development. These appointed hours are specifically used for teachers to learn about and plan the use of the latest research-based practices devoted to the enhancement of teaching and learning strategies. All faculties are trained in Guided Reading and Balanced Literacy to facilitate. Some of the activities that have increased student achievement are tutoring before and after school, Junior Science and Humanities Symposium, Foreign Language Club, Science Fair, Reading Night Out, Art, and Book Fair.

7. School Leadership:

The administration plays a major role in ensuring that the mission and purpose of CT Joy remains current and aligned with the school's expectations for student learning and effectiveness. Administration provides direction and systematically allocates resources to implement curricular programs that enable students to achieve expectations for their learning. Administration encourages collaboration and shared responsibility for school improvement among stakeholders. The school's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation.

Student achievement at CT Joy is a high priority as continually conveyed by the administration. The Continuous School Improvement Team (CSIT) strives to develop and adopt policies and procedures that reflect effective applications. The administrator provides support for school level management but expects effective operation of the school. The principal is held accountable for the positive growth of the school.

To help support the learning environment, the principal and the teaching staff ensure that the curriculum is enacted, supported, and assessed. Evidence of these actions is reflected through team assessment and peer review of artifacts submitted monthly to support the CSI goals. Faculty meetings and vertical team meetings, due to the small number of staff, are held regularly to discuss curricular needs. All faculty and administration strive toward targeted goals that enable students to become productive, cooperative, and responsible citizens by preparing them with knowledge, skills, and attitudes necessary for success as stated in CT Joy's Mission Statement.

Evaluation of test scores and review of student work artifacts are a continuous practice throughout the school year by teachers and administration. Teachers and administrators consider all stakeholders' input when decisions and revisions are made. This occurs through CSI meetings, parent-teacher conferences, and informal discussions with parents and community leaders.

The administration, staff, faculty, and other stakeholders involved with the students at CT Joy acknowledge and support the conclusion that the ability to stay current and align goals with optimum student success occurs when allocations of instructional, financial, physical, and human resources are integrated.

The administration secures funding and allocates resources in a way that has the most impact on student achievement. The faculty and staff are encouraged to request whatever is needed, provided it is justified. The administration provides in-house professional development. In-services are geared toward developing and maintaining quality teaching strategies. Teacher observations, both formal and informal are conducted throughout the year to enhance instruction and provide feedback.

PART VII - ASSESSMENT RESULTS

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics Grade: 3 Test: TerraNova Multiple Assessments (08-09 to 10-11)/TerraNova Multiple Assessments (06-07 to 07-08)

Edition/Publication Year: 3 (08-09 to 10-11)/2 (06-07 to 07-08) Publisher: CTB-McGraw Hill Scores reported as: Scaled scores

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	646	684	637	643	619
Number of students tested	4	4	5	4	6
Percent of total students tested	31	24	21	16	21
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	0	0	0	0	0
2. African American Students					
Average Score					
Number of students tested	0	0	0	1	2
3. Hispanic or Latino Students					
Average Score					
Number of students tested	0	0	0	0	1
4. Special Education Students					
Average Score					
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Average Score					
Number of students tested	0	0	0	0	0
6.					
Average Score					
Number of students tested	0	0	0	0	0
NOTES:					
At CT. Joy, the TerraNova 3rd Edition was administered in SY 2008-09 through 2010-11. The TerraNova 2nd Edition was administered in SY 2006-07 through 2007-08. .					

12DD3

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: TerraNova Multiple Assessments (08-09 to 10-11)/TerraNova Multiple Assessments (06-07 to 07-08)

Edition/Publication Year: 3 (08-09 to 10-11)/2 (06-07 to 07-08)

Publisher: CTB-McGraw Hill

Scores reported as: Scaled scores

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	673	654	623	664	646
Number of students tested	4	4	5	4	6
Percent of total students tested	31	24	21	16	21
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	0	0	0	0	0
2. African American Students					
Average Score					
Number of students tested	0	0	0	1	2
3. Hispanic or Latino Students					
Average Score					
Number of students tested	0	0	0	0	1
4. Special Education Students					
Average Score					
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Average Score					
Number of students tested	0	0	0	0	0
6.					
Average Score					
Number of students tested	0	0	0	0	0
NOTES:					
At CT. Joy, the TerraNova 3rd Edition was administered in SY 2008-09 through 2010-11. The TerraNova 2nd Edition was administered in SY 2006-07 through 2007-08.					

12DD3

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: TerraNova Multiple Assessments (08-09 to 10-11)/TerraNova Multiple Assessments (06-07 to 07-08)

Edition/Publication Year: 3 (08-09 to 10-11)/2 (06-07 to 07-08)

Publisher: CTB-McGraw Hill

Scores reported as: Scaled scores

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	676	667	673	681	664
Number of students tested	2	4	2	5	3
Percent of total students tested	15	24	8	20	10
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	0	0	0	0	0
2. African American Students					
Average Score					
Number of students tested	0	0	0	1	0
3. Hispanic or Latino Students					
Average Score					
Number of students tested	0	0	0	1	0
4. Special Education Students					
Average Score					
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Average Score					
Number of students tested	0	0	0	0	0
6.					
Average Score					
Number of students tested	0	0	0	0	0
NOTES:					
At CT. Joy, the TerraNova 3rd Edition was administered in SY 2008-09 through 2010-11. The TerraNova 2nd Edition was administered in SY 2006-07 through 2007-08.					

12DD3

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: TerraNova Multiple Assessments (08-09 to 10-11)/TerraNova Multiple Assessments (06-07 to 07-08)

Edition/Publication Year: 3 (08-09 to 10-11)/2 (06-07 to 07-08)

Publisher: CTB-McGraw Hill

Scores reported as: Scaled scores

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	696	684	670	701	652
Number of students tested	2	4	2	5	3
Percent of total students tested	15	24	8	20	10
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	0	0	0	0	0
2. African American Students					
Average Score					
Number of students tested	0	0	0	1	0
3. Hispanic or Latino Students					
Average Score					
Number of students tested	0	0	0	1	0
4. Special Education Students					
Average Score					
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Average Score					
Number of students tested	0	0	0	0	0
6.					
Average Score					
Number of students tested	0	0	0	0	0
NOTES:					
At CT. Joy, the TerraNova 3rd Edition was administered in SY 2008-09 through 2010-11. The TerraNova 2nd Edition was administered in SY 2006-07 through 2007-08.					

12DD3

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: TerraNova Multiple Assessments (08-09 to 10-11)/TerraNova Multiple Assessments (06-07 to 07-08)

Edition/Publication Year: 3 (08-09 to 10-11)/2 (06-07 to 07-08)

Publisher: CTB-McGraw Hill

Scores reported as: Scaled scores

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	710	0	689	682	686
Number of students tested	2	0	2	2	6
Percent of total students tested	15	0	8	8	21
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	0	0	0	0	0
2. African American Students					
Average Score					
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Average Score					
Number of students tested	0	0	1	0	0
4. Special Education Students					
Average Score					
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Average Score					
Number of students tested	0	0	0	0	0
6.					
Average Score					
Number of students tested	0	0	0	0	0
NOTES:					
At CT. Joy, the TerraNova 3rd Edition was administered in SY 2008-09 through 2010-11. The TerraNova 2nd Edition was administered in SY 2006-07 through 2007-08. Zero fifth grade students were assessed in 2009-2010.					

12DD3

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: TerraNova Multiple Assessments (08-09 to 10-11)/TerraNova Multiple Assessments (06-07 to 07-08)

Edition/Publication Year: 3 (08-09 to 10-11)/2 (06-07 to 07-08)

Publisher: CTB-McGraw Hill

Scores reported as: Scaled scores

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	676	0	692	686	684
Number of students tested	2	0	2	2	6
Percent of total students tested	15	0	8	8	21
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	0	0	0	0	0
2. African American Students					
Average Score					
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Average Score					
Number of students tested	0	0	1	0	0
4. Special Education Students					
Average Score					
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Average Score					
Number of students tested	0	0	0	0	0
6.					
Average Score					
Number of students tested	0	0	0	0	0
NOTES:					
At CT. Joy, the TerraNova 3rd Edition was administered in SY 2008-09 through 2010-11. The TerraNova 2nd Edition was administered in SY 2006-07 through 2007-08. Zero fifth grade students were assessed in 2009-2010.					

12DD3

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 6

Test: TerraNova Multiple Assessments (08-09 to 10-11)/TerraNova Multiple Assessments (06-07 to 07-08)

Edition/Publication Year: 3 (08-09 to 10-11)/2 (06-07 to 07-08)

Publisher: CTB-McGraw Hill

Scores reported as: Scaled scores

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	689	723	718	705	691
Number of students tested	3	3	4	8	5
Percent of total students tested	23	18	17	32	17
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	0	0	0	0	0
2. African American Students					
Average Score					
Number of students tested	0	0	0	0	1
3. Hispanic or Latino Students					
Average Score					
Number of students tested	0	1	0	0	0
4. Special Education Students					
Average Score					
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Average Score					
Number of students tested	0	0	0	0	0
6.					
Average Score					
Number of students tested	0	0	0	0	0
NOTES:					
At CT. Joy, the TerraNova 3rd Edition was administered in SY 2008-09 through 2010-11. The TerraNova 2nd Edition was administered in SY 2006-07 through 2007-08.					

12DD3

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 6

Test: TerraNova Multiple Assessments (08-09 to 10-11)/TerraNova Multiple Assessments (06-07 to 07-08)

Edition/Publication Year: 3 (08-09 to 10-11)/2 (06-07 to 07-08)

Publisher: CTB-McGraw Hill

Scores reported as: Scaled scores

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	692	698	696	679	671
Number of students tested	3	3	4	8	5
Percent of total students tested	23	18	17	32	17
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	0	0	0	0	0
2. African American Students					
Average Score					
Number of students tested	0	0	0	0	1
3. Hispanic or Latino Students					
Average Score					
Number of students tested	0	1	0	0	0
4. Special Education Students					
Average Score					
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Average Score					
Number of students tested	0	0	0	0	0
6.					
Average Score					
Number of students tested	0	0	0	0	0
NOTES:					
At CT. Joy, the TerraNova 3rd Edition was administered in SY 2008-09 through 2010-11. The TerraNova 2nd Edition was administered in SY 2006-07 through 2007-08.					

12DD3

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 7

Test: TerraNova Multiple Assessments (08-09 to 10-11)/TerraNova Multiple Assessments (06-07 to 07-08)

Edition/Publication Year: 3 (08-09 to 10-11)/2 (06-07 to 07-08)

Publisher: CTB-McGraw Hill

Scores reported as: Scaled scores

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	0	709	710	764	722
Number of students tested	0	1	7	3	7
Percent of total students tested	0	6	29	12	24
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	0	0	0	0	0
2. African American Students					
Average Score					
Number of students tested	0	0	0	0	1
3. Hispanic or Latino Students					
Average Score					
Number of students tested	0	0	0	0	0
4. Special Education Students					
Average Score					
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Average Score					
Number of students tested	0	0	0	0	0
6.					
Average Score					
Number of students tested	0	0	0	0	0
NOTES:					
At CT. Joy, the TerraNova 3rd Edition was administered in SY 2008-09 through 2010-11. The TerraNova 2nd Edition was administered in SY 2006-07 through 2007-08. Zero seventh grade students were assessed in 2010-2011.					

12DD3

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 7

Test: TerraNova Multiple Assessments (08-09 to 10-11)/TerraNova Multiple Assessments (06-07 to 07-08)

Edition/Publication Year: 3 (08-09 to 10-11)/2 (06-07 to 07-08)

Publisher: CTB-McGraw Hill

Scores reported as: Scaled scores

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	0	695	689	693	703
Number of students tested	0	1	7	3	7
Percent of total students tested	0	6	29	12	24
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	0	0	0	0	0
2. African American Students					
Average Score					
Number of students tested	0	0	0	0	1
3. Hispanic or Latino Students					
Average Score					
Number of students tested	0	0	0	0	0
4. Special Education Students					
Average Score					
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Average Score					
Number of students tested	0	0	0	0	0
6.					
Average Score					
Number of students tested	0	0	0	0	0
NOTES:					
At CT. Joy, the TerraNova 3rd Edition was administered in SY 2008-09 through 2010-11. The TerraNova 2nd Edition was administered in SY 2006-07 through 2007-08.					

12DD3

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 8

Test: TerraNova Multiple Assessments (08-09 to 10-11)/TerraNova Multiple Assessments (06-07 to 07-08)

Edition/Publication Year: 3 (08-09 to 10-11)/2 (06-07 to 07-08)

Publisher: CTB-McGraw Hill

Scores reported as: Scaled scores

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	746	758	755	750	712
Number of students tested	2	5	4	3	2
Percent of total students tested	15	29	17	12	7
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	0	0	0	0	0
2. African American Students					
Average Score					
Number of students tested	0	0	0	1	0
3. Hispanic or Latino Students					
Average Score					
Number of students tested	0	0	0	0	0
4. Special Education Students					
Average Score					
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Average Score					
Number of students tested	0	0	0	0	0
6.					
Average Score					
Number of students tested	0	0	0	0	0
NOTES:					
At CT. Joy, the TerraNova 3rd Edition was administered in SY 2008-09 through 2010-11. The TerraNova 2nd Edition was administered in SY 2006-07 through 2007-08.					

12DD3

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 8

Test: TerraNova Multiple Assessments (08-09 to 10-11)/TerraNova Multiple Assessments (06-07 to 07-08)

Edition/Publication Year: 3 (08-09 to 10-11)/2 (06-07 to 07-08)

Publisher: CTB-McGraw Hill

Scores reported as: Scaled scores

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	748	709	706	751	725
Number of students tested	2	5	4	3	2
Percent of total students tested	15	29	17	12	7
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	0	0	0	0	0
2. African American Students					
Average Score					
Number of students tested	0	0	0	1	0
3. Hispanic or Latino Students					
Average Score					
Number of students tested	0	0	0	0	0
4. Special Education Students					
Average Score					
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Average Score					
Number of students tested	0	0	0	0	0
6.					
Average Score					
Number of students tested	0	0	0	0	0
NOTES:					
At CT. Joy, the TerraNova 3rd Edition was administered in SY 2008-09 through 2010-11. The TerraNova 2nd Edition was administered in SY 2006-07 through 2007-08.					

12DD3