

PART I - ELIGIBILITY CERTIFICATION

12PV144

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

12PV144

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, 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	20	20	40		6	37	32	69
K	26	24	50		7	24	25	49
1	36	24	60		8	24	33	57
2	29	33	62		9	0	0	0
3	34	37	71		10	0	0	0
4	26	28	54		11	0	0	0
5	28	25	53		12	0	0	0
Total in Applying School:								565

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
4 % Asian
4 % Black or African American
3 % Hispanic or Latino
1 % Native Hawaiian or Other Pacific Islander
86 % 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 2010-2011 school year: 3%

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

(1)	Number of students who transferred <i>to</i> the school after October 1, 2010 until the end of the school year.	6
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	8
(3)	Total of all transferred students [sum of rows (1) and (2)].	14
(4)	Total number of students in the school as of October 1, 2010	553
(5)	Total transferred students in row (3) divided by total students in row (4).	0.03
(6)	Amount in row (5) multiplied by 100.	3

8. Percent of English Language Learners in the school: 1%

Total number of ELL students in the school: 4

Number of non-English languages represented: 0

Specify non-English languages:

Spanish

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: 13%

Total number of students served: 66

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>10</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>11</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>44</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>1</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>2</u>	<u>0</u>
Classroom teachers	<u>25</u>	<u>1</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>5</u>	<u>4</u>
Paraprofessionals	<u>1</u>	<u>8</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>4</u>	<u>1</u>
Total number	<u>37</u>	<u>14</u>

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

13. Show 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	96%	96%	96%	96%	96%
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?

Nestled in the mountains of the New Jersey Skylands Region of Sussex County, Reverend George A. Brown Memorial School has built a strong reputation for academic excellence within a supportive faith-filled learning environment. Founded in 1954, Reverend Brown offers a comprehensive program for students from pre-school through eighth grade, all drawn within a twenty five-mile radius of the school. The secret to the school's prominence is clear to any visitor that sees the long line of graduation class photos lining the main hallway: generations of teachers, students and parents have dedicated themselves to Reverend Brown and its traditions.

In 2007 Reverend Brown School joined a consortium of Catholic Schools known as the Academy of Catholic Schools of Sussex County. The "Academy" consists of three Pre-K – 8 elementary schools and one K – 8 school that feed into a four-year high school. Reverend Brown students aspire to attend Pope John XXIII High School, its closest neighbor that oftentimes shares services including bussing, musical programs, a math/science program and tutoring.

It is the mission of Reverend Brown School to provide a challenging, well-rounded educational program that fosters respect for self, others and our world. The school's vision is for its students to be successful learners that possess the curiosity, habits, knowledge, skills and Catholic values to be productive 21st century citizens. This vision of learning is based on the recognition that students learn in different ways and that student engagement is critical to learning.

The Catholic faith witnessed through practice is the cornerstone of the school life. While each day begins and ends with prayer, it is the time in between -- when the children learn to model kindness, generosity and service -- that makes the school day special. All of the students and teachers participate in charitable projects and activities throughout the school year including food and toy drives, Jump Rope for Heart and St. Jude's Math-a-Thon.

As an integral part of the social and academic learning community, the Reverend Brown School Parent Guild contributes over \$100,000 annually toward the school budget. In addition, Guild members raise funds for special projects, such as, a school addition (2007) the technology initiative (2010) and recently updating the school hall (2011). The Parent Guild also supports a variety of social and academic activities for the school. Parents run the school lunch program; they serve as chaperones on class trips, help in the library, assist with our Club Program, and host a variety of family programs, i.e. Father-Daughter Dance, Halloween Trunk or Treat and Family Snow Tubing.

Among its many accomplishments, Reverend Brown was designated a Star School in 2005 by the Diocese of Paterson for its success in teaching mathematics, science and technology; this award was reaffirmed in 2010. The Diocese of Paterson has awarded the school two Best Practice Awards as well. Ninety six percent of the students score proficient and/or advanced proficient in math, reading and language on the Terra Nova standardized test. Reverend Brown students have garnered a plethora of awards: first place in the 2011 Academy Physics Competition, first place in the 2011 Sussex County Academic Bowl, a 2011 Track Team Championship, a Geography Bee win, not to mention numerous poetry contests, writing contests, and a national art award.

Recognizing the importance of keeping current with technology as a tool for now and the future, the technology initiative in 2010 has enabled Reverend Brown students to incorporate technology into their every day school lives. With a wireless campus the students are as comfortable with laptops, iPads and electronic readers as they are with pencil and paper.

Recent graduates of Reverend Brown School are represented in the most prestigious colleges and

universities including Yale, Cornell, Georgetown, Boston College and University of Pennsylvania. Later when they have families, many graduates enroll their children to continue the academic and spiritual traditions they cherished.

Socioeconomically, Reverend Brown School draws from a range of lower middle to upper middle class communities. Drawn to the scenic beauty of the lakes and mountains of the area, many parents commute to New York City and cities south and east of Sparta. Need-based scholarships are offered to approximately 2% of the population.

With an average tuition of less than \$5,000 per year, Reverend Brown School would not be able to offer the array of programs and activities to students without the support of parents and dedicated teachers who assume numerous additional responsibilities. The word “comprehensive” in the mission statement is evidenced by the broad range of opportunities that are offered to the students both during and after school.

In conclusion, the students’ successes are truly the result of the efforts of the entire learning community that is Reverend Brown School. It is for these reasons that it is worthy of the recognition as a Blue Ribbon School!

1. Assessment Results:

Reverend Brown School uses the Terra Nova, Third Edition as the standardized assessment to measure student proficiency in math, English, reading, science and social studies. This assessment is administered to students in grades two through seven each year during the month of March. The Terra Nova Test is in alignment with National Standards. Test results are reported in a variety of ways, including, scale score, national percentile, anticipated national percentile, local percentile, national stanine, normal curve equivalent, and objectives performance index.

The Diocese of Paterson has adopted a growth model to measure student achievement. Scale scores are utilized to develop percentile scores for each student and to produce longitudinal data for each student to monitor progress from year to year. The percentile scores are then normalized to develop a normal curve equivalent (NCE) for each student. The Diocesan School Office has determined that a school is operating within acceptable levels of student achievement if the NCE data indicates that at least 75% of the students are experiencing one year's growth or more in each of the content areas that are tested.

During the month of November, students at the eighth grade level are administered a COOP exam (Cooperative Admissions Examination) as an indicator of student achievement in English, reading and math. While this test is primarily used by secondary schools within the Diocese to determine high school readiness, it is also used as a culminating test for students at the elementary level. The scores from this exam are converted to a scale score that can then be compared to the Terra Nova longitudinal data for individual students.

The scaled scores reported by the Terra Nova can be used to analyze student performance in a variety of ways; however, they are best used to compare the progress of students from year to year. The growth model that has been adopted by the Diocese of Paterson necessitates the longitudinal tracking of student cohorts as they advance through each grade level. In analyzing the data of various subgroups, it is evident that Reverend Brown students are making consistent progress from year to year.

As indicated by the Terra Nova data represented in the supplied tables, during the 2006-2007 school year grade three students achieved an average scale score of 644.1 in reading. Tracking this particular cohort of students as they advance through grade levels, the reported average scaled scores are 684.9 in 2007-2008, 682.5 in 2008-2009, 700.0 in 2009-2010, and 702.1 in 2010-2011. This trend indicates that the students that comprise this cohort are making consistent progress in reading from year to year. When further examining the data of other student cohorts, one can find the same consistency in reading achievement levels.

This consistent performance in reading can be attributed to various curriculum changes that Reverend Brown School has put into place throughout the past five years. The adoption of a new reading series for grades K-5, the implementation of Developmental Reading Assessments (DRA's) in grades K-5, the incorporation of cross-curricular learning centers throughout the primary grades, and technology-enhanced curricula have made a significant impact on reading achievement at Reverend Brown. Reverend Brown's assessment results demonstrate that scaled scores in reading for each grade have remained at a consistent level for the reported five-year period. This supports the assertion that the school is utilizing sound instructional methods that support student achievement for all learners.

Similar trends can be noted with the longitudinal data for mathematics represented in the supplied tables. Looking again to the average scaled score reported for grade three in the 2006 - 2007 school year, the achievement level for this cohort of students progressively increases from 665.0 to 719.1 as they advance to grade seven. This trend is also evident in examining the data presented for the remaining student

cohorts.

Over the past five years, Reverend Brown School has made a commitment to improving math achievement and has dedicated numerous resources to accomplish this goal. This effort began with a complete overhaul of the middle school mathematics curriculum with a goal that all students, regardless of ability, would complete Algebra in eighth grade. Recognizing that learners of varied levels require different instructional strategies, Reverend Brown's mathematics curriculum is a tiered curriculum that allows for student tracking, but assures that specific learning objectives for each unit are being satisfied.

In addition, time spent on mathematics has been increased across all grade levels. Students in grades K-5 receive 60 minutes of mathematics instruction daily, in both math specific and cross-curricular lessons. Students in grades 6-8 receive five 42-minute periods of math per week with an additional two 42-minute periods of a project-based math enrichment class weekly.

Although Reverend Brown has made significant strides in improving student achievement in mathematics, there is more work to be done on the primary level. Curricular changes implemented at the middle school level have made a notable impact as indicated by the reported scaled scores over the 5-year period for grades six and seven. As planned curriculum improvements aimed at building automaticity of math facts and problem solving logic are put into place in the primary grades, it is believed that the scores will follow a similar trend.

2. Using Assessment Results:

The assessment data provided to Reverend Brown School by the Terra Nova includes a comparison of individual performance to normative data as well as longitudinal data across time. This reporting system is used not only as a determinate of student success, but also as a measure of the effectiveness of the instructional methods.

The Normal Curve Equivalent (NCE) is the tool utilized by the school for recognizing student growth and for making strategic adjustments to pedagogies in the classroom. For example, there was a notable increase in NCE data within a specific middle school mathematics classroom. Analysis showed that these classes were block scheduled with science. This scheduling structure facilitated the mathematics lessons to be infused with science applications, making both topics more engaging for students. Therefore, Reverend Brown made an organizational decision to continue to block mathematics and science classes and align the curricula to promote their integration.

However NCE data cannot give an in depth analysis of where specific student improvements are needed. To determine this, teachers must look to the individual Objectives Performance Index (OPI) report as compared to the class summary data. These reports allow teachers to review student performance with respect to specific learning objectives and determine the need for supplemental services through Reverend Brown's special education consultants (Catapult). The Student Intervention Team (SIT) also considers test data as part of the student profile. Students receive one-on-one instruction, small group work, or other interventions as needed.

At the middle school level, Terra Nova national percentile results are used along with authentic assessments in the classroom to determine the grouping of students in mathematics. Reverend Brown's top performing students are eligible for an advanced math and science program offered by our neighboring high school to qualifying 8th grade students. Students who enter this program will complete Honors Algebra I and Honors Physical Science during their eighth grade year, accelerating accumulation of their high school credits.

In addition, each year, seventh grade students are acknowledged for their academic achievement by being recommended for the John Hopkins Gifted and Talented program. The Terra Nova results play an important part of determining eligibility for this recognition. Students must maintain a B+ or higher GPA

and score in the 95th percentile in at least one subject area tested by the Terra Nova.

When Reverend Brown and the Diocese of Paterson decided to implement an extended learning program this past summer, the Terra Nova results played a critical role in the administering of the program. Students entering grades 4 through 8 for the 2011-2012 school year were required to complete mathematics assignments using an on-line program called Study Island. Teachers utilized data from the Terra Nova OPI report to identify areas of weakness and develop class assignments to meet these needs.

In effort to make further strides in mathematics achievement, Reverend Brown has introduced a math enrichment class for middle school students. The class meets for two periods each week. This is a project-based class, which focuses on problem solving and real life mathematics applications. Instruction is focused on satisfying the learning objectives tested with the Terra Nova. The class is designed to help develop 21st century learning skills and is infused with technology-based activities. Where possible, interdisciplinary projects are offered to students in order to help them make mathematical connections to other content areas.

Home reports are supplied to parents to inform them of their student's individual performance. Teachers schedule parent conferences as needed to discuss concerns or questions in reference to the student performance. In addition, Reverend Brown School uses regularly scheduled Parent Guild meetings to report school-wide Terra Nova results to the community and discuss the interventions that are being implemented to assure continued student achievement. Parents can also view school profile data for Reverend Brown School on the Diocesan Schools' website.

3. Sharing Lessons Learned:

Both principals of Reverend Brown School have been involved in a new accreditation for the Catholic schools of the Paterson Diocese by AdvancEd, a global accreditation organization. During this two-year process all of the principals of the Diocese along with the Diocesan Superintendent and Assistant Superintendents have met for a full day each month to complete the process. At these meetings principals worked collaboratively and shared accomplishments with colleagues.

Recently, the principals from the Academy were invited to explain the success of the Academy to the Diocesan Board of Education. The senior principal also serves as a mentor for principals and sits on the Diocesan Curriculum Committee, the Report Card Committee and the Steering Committee for AdvancEd.

In July 2011 several principals from the Academy attended a three-day conference sponsored by Association for Supervision and Curriculum Development (ASCD) in Boston, which focused on Understanding by Design (UbD) and utilizing assessment to drive instruction. Attendance at this conference promoted professional sharing and planning for new initiatives. Principals also share ASCD's daily electronic Smart brief with their teachers to keep them current about recent research and trends in education.

Reverend Brown School often has teachers visit from other schools in the Academy and the Diocese to observe the use of learning centers, technology integration and the management of the language arts program. As part of the AdvancEd accreditation process, principals have visited the school as well.

Teachers of the Academy schools attend monthly departmental meetings to discuss curriculum and instruction. Over the course of four years they have remapped curriculum, aligned subject areas with the NJ Core Curriculum and integrated subjects where possible. Most recently they have developed common assessments in math, science, and language arts that are used consistently across the Academy.

Teachers collaborate with colleagues on projects, such as curriculum development, using an online suite of products, including Google Docs. The Ning network, a community communication tool, enables the teachers to share and discuss ideas with colleagues in the Academy and the Diocese without physically

meeting.

Several of our teachers have served on Diocesan committees including Professional Development, Writing Assessment and the Terra Nova Testing Program. As part of the NJ teacher accreditation process, veteran teachers mentor new teachers.

Reverend Brown teachers honor the school's legacy of academic excellence through their professional commitment to their school and by unassumingly sharing their successes and challenges with their colleagues.

4. Engaging Families and Communities:

Clear and timely communication is the hallmark of the Reverend Brown's success. The school promotes the active participation of parents in the child's school life. Three years ago our Parent Guild began a paperless initiative, transforming school communication. Since the majority of the families have both parents working outside the home, the school relies heavily on electronic communication.

The Reverend Brown School website contains a wealth of information both static and interactive. Items such as the school's weekly envelope, lunch orders and the opening day packet have been replaced by online forms. Parents access monthly newsletters, the daily announcements, school happenings, scheduling changes, classroom messages and student homework on the website as well. An Instant Alert system telephones or text messages parents when immediate messaging needed.

Recognizing that teamwork between parents and teachers is a key to student success, the school encourages regular contact through conferencing, email, phone calls, and personal notes in students planners. Parents may track their student's academic progress by viewing grades and more online in PowerSchool. Traditional report cards are sent home quarterly.

The school's Marketing Committee provides school news to a local radio station and the local newspapers. Poster displays in the school's vestibule share recent articles, publicity, awards, pictures and student projects. School concerts air on the local cable station. In addition, the school hosts two Open Houses annually for parents and prospective parents to visit the school.

The Parent Guild meets three times a year. Guest speakers at the meetings have addressed topics on Cyber Smarts, Technology, and Parenting. The Parent Guild encourages parent participation in the school by hosting activities like Mother-Son Night and a Halloween Trunk or Treat.

Parents support the school mission assisting in the library, at Book Fairs, Christmas Shop, Kindergarten Orientation, Open Houses and as lunch aides. Parents organize and run an afterschool enrichment program in the spring and fall for the younger students. Upper grade students can participate in Ski Club, Drama Club, Forensics, Robotics, Cheerleading and Chess Club. Through surveys and on-sight visits, parents are also involved in the school's participation in the Diocesan AdvanEd accreditation process.

Predictably, the largest participation comes at our Christmas Concert, Thanksgiving Program, Spring Concert, Band Concert and Art Fair. They are an opportunity to showcase and celebrate our students' talents.

1. Curriculum:

The educational philosophy that permeates throughout Reverend Brown School is that students create meaning from what they learn. Not only do students acquire the essential skills, competencies and knowledge as set forth in New Jersey Core Content Curriculum Standards, but also they develop a positive attitude towards the lifelong process of learning itself. Students are afforded a comprehensive pallet of educational experiences upon which future understanding and success can grow.

Instruction in the Catholic faith is the *raison d'être* of the school. Its curricula and learning environment reflect the faith, morals and traditions of the Catholic Church. All students receive religion instruction daily and participate in liturgical experiences. Retreats, service projects and devotional experiences contribute to the spiritual development of the students.

In language arts, the goal is to develop skillful, independent readers and writers with a lifelong passion for communication. Using thematically based units and cross-curricula projects, students are led to make connections between literature and their world. Students are provided authentic opportunities to express themselves orally and in writing.

Reverend Brown's mathematics curriculum is designed to foster strong basic skills and a deep understanding of underlying mathematical concepts. This blended model of instruction places priority on both the automaticity of math facts and the importance of problem solving. All students are led to an understanding of algebra by eighth grade.

The social studies curriculum begins with the child's immediate world and broadens topically and conceptually, covering concepts throughout history and across the globe. Family, community, state, country and the world are explored through lenses of geography, history, economics and current events.

Instruction in the field of science focuses on inquiry and exploration at all levels. To foster independence and deep understanding, science learning centers augment lessons in grades PreK – 3. Then in grades 6 – 8, students work collaboratively in the school's science lab. Investigation, research and analysis lead students to develop science concepts.

Students are introduced to the Spanish language and culture beginning in kindergarten. Students in grades K – 5 receive 80 minutes of instruction per week, and grades 6 - 8 receive 120 minutes. Age-appropriate history, geography, music, drama and art are integrated into the instruction to address different learning modalities and foster engagement.

Students in grades K – 4 participate in physical education classes once a week; grades 5 – 8 participate two periods a week. Annually, all students participate in the Presidential Physical Fitness Challenge and a Field Day event comprised of non-competitive physical activities. Students also receive health-related instruction from selected guest speakers.

The lives of the Reverend Brown students are enriched and expanded with visual and performing arts. All students participate in weekly art and music classes. Students develop a broad understanding of fine arts by building technical skills and by making connections to cultural and historical context.

Reverend Brown School recognizes the need to provide students with a strong foundation in 21st century learning skills so that they may participate as workers in the future. In addition to providing students with common core subjects, the curriculum has been infused with technology that fosters the key skills of critical thinking, communication, collaboration, and creativity. A wide variety of summer and after school

programming provides students with the opportunity for innovation, entrepreneurship and enrichment.

As the result of this broad foundation of integrated knowledge, Reverend Brown students are prepared for both college and the future career of their choice. The school's commitment to teamwork, strong community and spiritual development, when combined with caring academic and social support, allow students to face challenges with the confidence they need for success.

2. Reading/English:

Reverend Brown School's balanced literacy program strives to foster skilled readers, writers, listeners and speakers. Aligned with the NJ Core Curriculum Content Standards, the school uses the Reading Street Program published by Pearson as a framework in grades K-5, and in grades 6-8 a literature anthology is supplemented with trade books and literary magazines.

Reverend Brown teachers recognize that learning how to read is a complex process, more than just decoding or building rote skills. Leading the children to connect with the text by using their personal schema and prior knowledge enables the students to engage and access the material at a deeper level. Beginning readers need a strong foundation in phonics as well.

Literacy instruction begins in Pre K-3 with environmental print, letter and number recognition, acting out stories, rhyming and finger plays. As students progress, reading comprehension strategies include predicting, questioning, visualizing, connecting, inferring, monitoring, summarizing, synthesizing and evaluating. These strategies are first modeled and then practiced and applied during guided reading groups, mini lessons, conferencing and authentic reading at the student's individual level. Daily reading and writing include journaling, buddy reading, read-aloud and silent reading. In addition, teacher-guided word work in the lower grades includes instruction in phonics, phonemic awareness and structural analysis. All facets of the language arts program -- including reading, writing, listening, spelling and speaking -- are taught within thematically based units.

In the middle grades the writing process addresses a broad range of genres including narrative, descriptive and expository. Rubrics, conferences and portfolios enable students to reflect on their own writing. Technology is integrated through the use of My Access, a web-based program for writing which provides a diagnostic assessment of each student's skills.

Additionally, reading the morning announcements or leading in song or prayer are among the opportunities offered to students, allowing them to express individual interests and strengths while gaining real-world experiences with literacy. On a school-wide level, the librarian organizes a Book Fair and a reading challenge for students, such as this year's Reading Olympics. Working together, teachers and the librarian seek to match students with books that will spark their interest and promote a lifelong love of reading.

Assessments include the Terra Nova's, benchmark assessments, running records and fluency passages. Annually, in the fall and spring, all students in grades K-5 are assessed individually using the Developmental Reading Assessment (DRA). This information enables the teacher to differentiate instruction and to group students by instructional level.

Students who are identified in need of additional help in the areas of reading and writing receive either supplemental in-class assistance or basic skills instruction with a push-in model. This instruction is coordinated with the classroom teacher and is based on the student's Individual Service Plan.

Above all, the goal of the Reverend Brown language arts program is to develop not only skillful readers and writers, but students who love to read and write.

3. Mathematics:

Reverend Brown School's mathematics program follows a blended curriculum model with a foundation rooted in mastering computational skills, while fostering the development of critical thinking and problem solving. The success of the program relies on the use of various assessment instruments to make adjustments to instructional methods and individualize instruction. Teachers participate in ongoing professional development and refine the mathematics curriculum regularly.

Early childhood learners explore mathematical concepts through the use of concrete, hands-on activities and then translate these ideas using abstract symbolic representations. Sequential learning is a key component of this model, constantly building on previous concepts and skills. The learning environment is constructed to reach all types of learners through the use of whole group instruction, mini lessons, cooperative learning activities, learning centers, and one-on-one instruction.

As students progress through the third, fourth and fifth grades, they are introduced to number theory, basic algebraic concepts, and geometry using both traditional and technology-infused instruction. Online programs, including BrainPop, AAAMath, and Study Island, provide individualized instruction and reinforce core skills. The utilization of Singapore Math techniques provide students with a strong procedural sense to problem solving that will become the basis for future exploration.

Reverend Brown's middle school mathematics program is an accelerated program that provides all students the opportunity to complete algebra by the end of grade eight. The curriculum is deeply rooted in the Core Curriculum Standards and focuses on the development of higher order thinking skills. Students in sixth and seventh grade focus on a deep understanding of number theory and its relationship to rational numbers. Basic algebraic concepts form problem-solving strategies related to geometry, probability and percents. This strong foundation leads naturally to advancement into algebra.

Middle school mathematics classes are leveled to allow for differentiation of instruction. Students that are struggling receive one-on-one or small group instruction and in-class support, as determined by their Individual Service Plan. Meanwhile, eligible eighth grade students participate in an advanced math program offered by our neighboring high school.

To increase student achievement and engagement, Reverend Brown has structured its upper grade curriculum to promote an integration of mathematics and science. Additionally, these students receive two periods of math enrichment each week. Such programs provide students with project-based learning and the opportunity to use 21st century skills to solve meaningful real life math problems.

4. Additional Curriculum Area:

Many outstanding opportunities in the visual and performing arts are offered to Reverend Brown students to enrich their lives and to engender an appreciation for the arts as a life long cultural endeavor. These include instrumental music, general music, art, liturgical music and fine arts-related clubs and activities.

Instrumental music features a wide variety of opportunities for students. The popular Strings Program offers instruction in violin or cello to first through fourth grade students and has grown quickly in its first three years. Employing a modified Suzuki method, this program appeals to children's natural learning styles. Reverend Brown School also proudly hosts three different bands: the Cadet Band, Advanced Band, and Jazz Band. All instrumental groups perform at school functions, concerts and charitable events throughout the year.

Weekly general music classes begin in kindergarten and continue through the eighth grade. Signing, rhythm, dance and movement activities are essential components of the school's general music program. Music classes incorporate music history as well as technique. Performances include seasonal concerts and local performances. Reverend Brown has received two music-inspired Best Practice Awards; one for

understanding core-curriculum through the application of the arts, the second was awarded for a collaborative anti-bullying program incorporating performance dedicated to promoting peace.

Additionally, liturgical music classes are held monthly, and students have the opportunity to join the church choir.

Begun in 1995 the Reverend Brown Drama Club produces an annual musical featuring students in grades five through eight. Students learn stage direction, acting, voice and confidence by participating in this very popular program. Meanwhile, the school's Forensics Team provides another venue for students to develop poise, self-expression and public speaking. The team competes with local schools in a series of challenges throughout the year.

A discipline-based visual arts education curriculum is offered from kindergarten through eighth grade. It provides an avenue for individual artistic expression through sculpting, drawing, painting and the principles of design. Art history is taught through artifacts and paintings. In addition to the Sussex County Teen Arts Festival for grades six through eight, Reverend Brown's Annual Art Show showcases students' work. To extend the learning, Art Enrichment classes are available after school and throughout the summer.

Reverend Brown's visual and performing arts programs provide a well-rounded educational experience for students that allows them to expand their knowledge, individuality and confidence.

5. Instructional Methods:

Recognizing that students are diverse in their interests, abilities and learning styles, teachers at Reverend Brown know that instructional methods must be adapted to the individual students and the learning objectives. Teachers must be flexible in their approach, apply current educational research and modify the curriculum as needed. The three instructional goals at Reverend Brown are: active engagement, student "buy in" and relevance to the students' lives.

Students benefit from a focused and supportive environment that adjusts to the learning landscape of the classroom. Teachers select instructional methods and materials to best ensure high levels of student learning and achievement. A variety of approaches may be used: direct instruction, mini lessons, discovery learning or cooperative activities. Madeline Hunter ITIP (Instructional Theory into Practice) model is used for direct instruction. Multiple assessment measures direct the process.

In all subject areas – from math to Spanish -- students collaborate with partners or in cooperative learning groups. Problem based learning activities lead students to apply their knowledge to real world situations and to stimulate understanding through exploration. Critical thinking and problem solving skills are encouraged through peer tutoring and student discussion. To increase comprehension, manipulatives are used extensively in the lower grades, and beyond, to develop mathematical concepts. Meanwhile Reverend Brown's balanced literacy program utilizes a guided reading approach with mini lessons. Key strategies such as buddy reading, literature circles, listening centers, writer's workshop, learning centers and cross-curricula activities serve to deepen student engagement.

When appropriate, instruction and assessment are modified to accommodate student needs. Modifications include study guides, graphic organizers, and visual or auditory reinforcement. Students with visual needs are provided with word banks and adjusted multiple word choices. Oral reading of assessments and preferential seating are provided when needed. Best practices are supported by the Student Intervention Team (SIT) that meets weekly to brainstorm strategies for each student's success.

Central to a Reverend Brown student's desire to engage and commit is the state-of-the-art technology used daily throughout all grade levels. Interactive whiteboards, supported by Elmo projectors and Lightspeed auditory assistive listening devices, accommodate visual, tactile, and auditory learners. Computers are used to differentiate writing levels with My Access while iPads reinforce skills taught in

the lower grades. Upper grade students use laptops to create presentations, websites and more. Online programs and references provide a wealth of resources with which students enhance their learning. These 21st century technologies give students the freedom to express and apply their knowledge in vibrant ways.

6. Professional Development:

At the core of Reverend Brown's professional development program is the mission to prepare children for the 21st century by providing a well rounded, challenging educational program. This requires that all teachers possess the skills needed to lead learner-centered classrooms.

In 2009 the teachers of Reverend Brown produced a Professional Development Plan that was a result of their reflections and analysis of the needs of the students. This plan has served as a framework for the ongoing professional development in the school and the Academy. It recognizes that for professional development to impact student success it must be systemic and job-embedded.

The school's Professional Development Plan was reviewed and approved at both the Diocesan and State levels in 2010. Teachers are expected to complete a minimum of 100 hours of professional development within a five-year period. Each teacher has completed an annual Professional Growth Plan (PGP), which he/she uses to pursue the school's goals as well as individually expressed objectives.

Professional Learning Communities (PLCs) focus on common educational interests addressed not only at Reverend Brown, but also throughout the Academy. PLC examples include several book discussion groups on titles, such as, *The Daily Five*, *The Power of Our Words* and *Guided Reading* and topic-oriented groups on themes like problem-based learning, curriculum mapping, DRA training, and learning center development. Teachers meet frequently by grade and subject area to review formal and informal assessment results and monitor student achievement.

Staff members have been actively involved in the selection of and participation in professional development opportunities. For example, teacher surveys indicated that technology was a concern. As a result, training programs on interactive whiteboards, MacBooks, iPads, Elmo projectors and the Lightspeed sound system were hosted. Useful online programs, libraries and resources were shared at faculty meetings with discussions about "best practices" and use of the materials.

Such activities deepen teacher knowledge of instructional strategies and foster proficiency and engagement with the available technology, which teachers then model to students. Surveys also highlighted successful training in differentiated instruction, alternative assessments, curriculum mapping and other methods used to align student experiences with the academic standards.

The technology training, collaboration, and practice by Reverend Brown School teachers enables them to provide stimulating, student-centered, learning activities across all areas of the curriculum.

7. School Leadership:

A key to Reverend Brown's success is its commitment to teamwork. In 2011 the school took another huge step to creating a cooperative educational environment by adopting a co-principal model. In the past, Reverend Brown followed a traditional structure for a PreK-8, employing a principal and assistant principal. Now, duties are divided by grade level, with one administrator overseeing PreK-4 and the other 5-8.

This new model capitalizes on the unique assets of each administrator while doubling their strengths. Both principals view their role as that of instructional leader. Both consider themselves managers of time and resources. Both serve as decision makers and problem solvers. Most importantly, both principals see leadership as a shared responsibility. What makes the partnership special is that each principal can focus

on the specific needs of a given age group, allowing them to address a learner at the most appropriate stage of development.

Each of the co-principals recognizes that the teacher is the key to student learning. Therefore, priority is given to the interviewing, hiring, retaining and training of personnel to support the goals of the school. Day-to-day efforts are reinforced with on-going professional development and clinical supervision by the co-principals. What happens in the classrooms is their first priority because that determines student outcomes, so they work closely with the teachers to identify performance gaps and to focus on individual student success.

Teamwork doesn't end with the administration. Collaboration is evident as teachers meet regularly for curriculum development, faculty meetings and in study groups to improve their craft. When a common problem arises, such as an ineffective dismissal procedure, teachers collaborate with the administrators to find a better way to address the issue. All teachers are ad hoc members of the Student Intervention Committee (SIT) which promotes problem solving and best practices in the classroom. Reverend Brown teachers don't just look to leaders to solve their problems. Success is a collective responsibility that contributes to a culture of shared leadership.

All teachers and administrators are active participants in the Catholic Schools of the Diocese of Paterson. As a member of the Academy of Catholic Schools of Sussex County, Reverend Brown shares a variety of services including a centralized business office, shared professional services, a common calendar, professional development and a common curriculum. The co-principals report to the Director of the Academy and the senior principal is a member of Board of Trustees of the Academy, an advisory body that meets five times annually.

PART VI - PRIVATE SCHOOL ADDENDUM

1. Private school association: Catholic

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

3. What are the 2011-2012 tuition rates, by grade? (Do not include room, board, or fees.)

<u>\$4980</u>	<u>\$4980</u>	<u>\$4980</u>	<u>\$4980</u>	<u>\$4980</u>	<u>\$4980</u>
K	1st	2nd	3rd	4th	5th
<u>\$4980</u>	<u>\$4980</u>	<u>\$4980</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
6th	7th	8th	9th	10th	11th
<u>\$0</u>	<u>\$</u>				
12th	Other				

4. What is the educational cost per student? (School budget divided by enrollment) \$5679

5. What is the average financial aid per student? \$1000

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

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 5%

PART VII - ASSESSMENT RESULTS

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: Terra Nova

Edition/Publication Year: 2006,2007 -
2nd;2008,2009,2010-3rd

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	639	647	645	649	665
Number of students tested	53	40	54	36	54
Percent of total students tested	98	85	90	100	92
Number of students alternatively assessed	1	7	6	0	5
Percent of students alternatively assessed	2	15	10	0	9
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:					

12PV144

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: Terra Nova

Edition/Publication Year: 2006,2007 2nd; 2008,
2009, 2010-3rd

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	653	661	655	662	644
Number of students tested	53	40	54	36	54
Percent of total students tested	98	85	90	100	92
Number of students alternatively assessed	1	7	6	0	5
Percent of students alternatively assessed	2	15	10	0	9
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:					

12PV144

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: Terra Nova

Edition/Publication Year: 2006,2007 -
2nd;2008,2009,2010-3rd

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	671	664	668	674	672
Number of students tested	41	57	39	49	54
Percent of total students tested	85	95	98	86	94
Number of students alternatively assessed	7	3	1	8	3
Percent of students alternatively assessed	15	5	3	14	5
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:					

12PV144

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: Reading

Edition/Publication Year: 2006,2007-
2nd;2008,2009,2010-3rd

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	674	666	678	685	662
Number of students tested	41	57	39	49	54
Percent of total students tested	85	95	98	86	95
Number of students alternatively assessed	7	3	1	8	3
Percent of students alternatively assessed	15	5	3	14	5
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:					

12PV144

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: Terra ova

Edition/Publication Year: 2006,2007 -
2nd;2008,2009,2010-3rd

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	680	675	676	666	696
Number of students tested	60	42	54	51	47
Percent of total students tested	92	93	92	94	87
Number of students alternatively assessed	5	3	5	3	7
Percent of students alternatively assessed	8	7	9	6	13
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:					

12PV144

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: Terra Nova

Edition/Publication Year: 2006,2007 -
2nd;2008,2009,2010-3rd

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	681	679	683	692	681
Number of students tested	60	42	54	51	47
Percent of total students tested	92	93	92	94	87
Number of students alternatively assessed	5	3	5	3	7
Percent of students alternatively assessed	8	7	9	6	13
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:					

12PV144

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 6

Test: Terra Nova

Edition/Publication Year: 2006,2007 -
2nd;2008,2009,2010-3rd

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	698	698	692	693	688
Number of students tested	44	55	59	42	43
Percent of total students tested	94	97	94	88	86
Number of students alternatively assessed	3	2	4	6	7
Percent of students alternatively assessed	6	4	6	13	14
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:					

12PV144

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 6

Test: Terra Nova

Edition/Publication Year: 2006,2007-2nd;200,
2009,2010-3rd

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	697	700	693	689	697
Number of students tested	44	55	59	42	43
Percent of total students tested	94	97	94	88	86
Number of students alternatively assessed	3	2	4	6	7
Percent of students alternatively assessed	6	3	6	13	14
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:					

12PV144

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 7

Test: Terra Nova

Edition/Publication Year: 2006,2007 -
2nd;2008,2009,2010-3rd

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	719	714	717	702	698
Number of students tested	55	56	40	40	51
Percent of total students tested	98	95	87	85	90
Number of students alternatively assessed	1	3	6	7	6
Percent of students alternatively assessed	2	5	13	15	11
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:					

12PV144

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 7

Test: Terra Nova

Edition/Publication Year: 2006,2007-2nd;200, 2009,2010-3rd

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	702	701	699	694	707
Number of students tested	55	56	40	40	51
Percent of total students tested	98	95	87	85	90
Number of students alternatively assessed	1	3	6	7	6
Percent of students alternatively assessed	2	5	13	15	11
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:					

12PV144