

PART I - ELIGIBILITY CERTIFICATION

12PV184

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

12PV184

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: 8

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	9	3	12		6	14	12	26
K	7	9	16		7	15	9	24
1	15	9	24		8	13	7	20
2	14	13	27		9	0	0	0
3	17	10	27		10	0	0	0
4	13	17	30		11	0	0	0
5	14	16	30		12	0	0	0
Total in Applying School:								236

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
3 % Asian
0 % Black or African American
1 % Hispanic or Latino
1 % Native Hawaiian or Other Pacific Islander
95 % White
0 % 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: 4%

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.	5
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	5
(3)	Total of all transferred students [sum of rows (1) and (2)].	10
(4)	Total number of students in the school as of October 1, 2010	224
(5)	Total transferred students in row (3) divided by total students in row (4).	0.04
(6)	Amount in row (5) multiplied by 100.	4

8. Percent of English Language Learners in the school: 0%

Total number of ELL students in the school: 0

Number of non-English languages represented: 0

Specify non-English languages:

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

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

10. Percent of students receiving special education services: 8%
 Total number of students served: 20

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>6</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>9</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>5</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>10</u>	<u>2</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>2</u>	<u>8</u>
Paraprofessionals	<u>0</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>6</u>	<u>1</u>
Total number	<u>19</u>	<u>11</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 21:1

13. Show 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	95%	95%	95%	96%	95%
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?

Academic excellence, faith formation, and progressive, technology-based learning create the foundation for the 21st century learner at St. Joseph School. Located in historic Mendham, NJ, the school resides on Main Street along with colonial vintage homes, white picket fences, and little shops. Established in 1963 and having one class for each grade, the School's mission is to develop students as educated, self-confident, and faith-filled individuals. The School has been designated a Star School by the Diocese of Paterson since 2000, Middle States accredited from 1989 – 2010, and newly accredited by AdvancEd in 2010. Education is centered on the teachings of Jesus Christ; His presence is felt in every classroom.

To achieve its mission, the School is dedicated to the education and development of the whole child. Intellectual, spiritual, physical, social and emotional growth are the collective goals that inform the design of all learning experiences. Being actively engaged in learning, students are taught the value of inquiry and critical thinking as well as the importance of their faith. The partnership of administration, faculty, parents, and community works to foster in students a commitment to being life-long learners and a readiness to share their faith, knowledge, and God-given talents with their community.

The School has experienced important milestones and traditions. In 1988 the School celebrated its 25th Anniversary and in 2003 the School opened a new science lab, library/media center, 30-seat computer lab, and cafeteria. In 2007, the School proudly launched its first pre-k 4 class, offering children a seamless transition to kindergarten and the opportunity to begin their education in a faith-filled environment. In 2009, a National Junior Honor Society chapter was established to recognize accomplished middle school students. The School looks toward the next big milestone, celebrating its 50th anniversary in 2013. In addition, traditions such as the Living Rosary, Halloween Mission Fair, Christmas Pageant, Spring Musical, May Crowning, Catholic Schools Week, the school newspaper, *The Blue Jay*, and literary magazine, *Kaleidoscope*, all breathe life and excitement into the School throughout the year.

St. Joseph School is committed to superiority in education. The curriculum is based on the New Jersey Core Curriculum Content Standards and Diocese of Paterson standards. A highly dedicated faculty and staff stimulate academic achievement. This past summer, teachers enhanced their instruction by attending Columbia University's Teacher's College for Reading and Writing, and workshops on the Spalding Method, Attention Deficit and Hyperactivity Disorder (ADHD), Classroom Management, SMART Board and SMART Table Lesson Design, and Spiritual Leadership. In 2009, the principal received the Delbarton School's Distinguished Educator Award for "manifesting qualities of personal and professional excellence which have had a significant impact on the lives of young people."

Parents support and enhance education at St. Joseph School. The Home School Association organizes fund-raising events that provide financial resources that directly impact instruction. Funds are used to purchase technology for the classroom and curriculum enrichment materials. The Education Council ensures the school's solid financial footing and provides advice on school policy and budgetary considerations. Community stakeholders also impact the School's success as collaboration is initiated with local law enforcement and community service groups who visit the school regularly to augment the curriculum and students' learning experience.

Within the classrooms, students engage in learning that features integrated technology to support and enhance student achievement. Teachers and students use the technology present in every classroom (pre-k 4 – 8) on a daily basis including the latest SMART Board interactive systems, document cameras, and audio enhancement systems. Shared technology includes the SMART Response Systems and the SMART Table. This immersion in technology results in interactive student discovery, exploration, and learning.

To achieve its mission, the School offers special programs, field trips, and extra-curricular activities.

These opportunities acknowledge diversity in the students' learning styles, intelligences, and interests. The annual cross-curricular Immersion Day allows the entire school to spend the day deepening their knowledge through a variety of hands-on experiences and guest speakers. Past Immersion Day themes include the Alaskan Iditarod and Mozart Day. Field trips for every grade level bring the curriculum to life. The Gifted and Talented Program, Robotics, Forensics, Solar Sprints, Jr. Model U.N., Chess Club, Sports, Student Council, and the Christmas and Spring Musical are all available to students. The parent-led Spiritual Life Committee allows students to grow in faith through community outreach like Feed a Friend and Boxes of Love. The parent/school partnership allows parents to play a vital role in their child's learning.

St. Joseph School draws on rich traditions of the faith community to ground its curriculum in solid values, while enthusiastically embracing 21st century learning concepts in order to cultivate students with superior character and critical thinking skills. The School richly exemplifies the standards set forth by the National Blue Ribbon Schools. It would be an extraordinary honor for us to celebrate this award.

1. Assessment Results:

A. Terra Nova standardized assessment tests are administered annually in March at St. Joseph School. Five performance levels track and measure progress – Step 1, Progressing, Nearing Proficiency, Proficient, and Advanced. Terra Nova tests are designed in three-grade bands (e.g. grades 3 to 5) with proficiency as a goal in the third year of the band (grade 5). Within each assessment level, student achievements are indicated relative to National and Diocesan standard levels.

According to the spring 2011 Terra Nova mathematics results for grades 3 through 7, 35% of the School's students performed in Advanced and 34% performed in Proficient. In grade 5, 56% of the students scored in Advanced, compared with 10% nationally, and 28% of students scored Proficient as compared to 20% nationally.

The spring 2011 Terra Nova reading results for grades 3 through 7 indicate 12% of the School's students performed in Advanced and 47% performed in Proficient. In grade 5, 20% of the students scored in Advanced, compared to 9% nationally, and 56% of students scored Proficient as compared to 24% nationally.

In virtually every grade, student scores for mathematics and reading are higher relative to National and Diocesan results in both Advanced and Proficient. Moreover, in both mathematics and reading, the average scaled score exceeds the score that corresponds to the 85th percentile in National Norms. These high scores qualify the School as a Blue Ribbon candidate.

For both mathematics and reading, the School considers a level of Proficient or Advanced to be acceptable. However, the goal for all tested students is to encourage and assist them to move toward a higher assessment level each year.

B. Because of the change in Terra Nova editions (from the 2nd to the 3rd edition in the 2008-2009 school year), scaled scores were used to mark progress during the last five years. Trends are strongly upward in both reading and math during this period.

Following the same class cohort (from third to seventh grade) and using scaled scores in reading, the results are: 645.0 in 2006-2007 to 675.4 in 2007-2008 to 686.3 in 2008-2009 to 696.3 in 2009-2010 to 707.1 in 2010-2011. This steady 62.1 point increase corresponds to a noteworthy 9.6% average improvement in this class over 5 years. Likewise, following the same class cohort in math, scaled scores are 663.8 in 2006-2007 to 673.2 in 2007-2008 to 698.0 in 2008-2009 to 720.9 in 2009-2010 to 741.5 in 2010-2011. This 77.7 point increase corresponds to an impressive 11.7% average improvement in this class over 5 years. These scores demonstrate significant increased performance within the same cohort over time.

By contrast, following the same grade level (7th grade) over this five year period, the blended percentage of students achieving "Advanced" or "Proficient" levels increased from 63% (2006-2007) to 75% (2010-2011) in reading and rose from 73% (2006-2007) to 90% (2010-2011) in math. These gains demonstrate significant increased performance of different cohorts at the same grade level over time, a reflection of the School's developing curriculum and teaching practices.

These scores confirm that in both reading and math, gains (in many cases significant) are recorded in grades tracked during the past five years. This demonstrates two important trends: (1) the School is improving its overall curriculum and teaching methods across grade levels; and (2) the School is cultivating better performance within each grade. There are several factors contributing to these gains: the

School's commitment to professional development, the use of successful strategies and technology in the classroom to improve student achievement, yearly analysis of our Terra Nova standardized test scores using the Item Analysis as well as the Individual Profile Reports to target needed areas of improvement, and the commitment and dedication of the faculty and parents.

St. Joseph School is actively and continually involved in teacher professional development to improve best practice in teaching and increase student learning and motivation. Monies are allotted for teaching training through the school budget and fundraising. In addition, every year twenty hours of professional development is required of all full time teachers.

Successful Terra Nova preparation strategies contribute to improving student achievement. In math, students practice writing the steps in finding the correct answer, review basic skills each week, and practice timed tests from Terra Nova practice books. Reading strategies include: examining the format of the material and looking at semantics and terminology. In addition, teaching and practicing reading comprehension strategies such as making connections, questioning, visualizing, inferring, determining importance, and synthesizing, are key to student understanding. Reading to students through the grades and throughout the year is also critical.

Each year teachers devote time to analyzing the Terra Nova results and formulating a School-Wide Improvement Plan. Using class results and the Item Analysis, teachers pinpoint weaknesses that are then addressed immediately in the classroom and targeted for focus for the following year. The Supplemental Instructor assists the classified students in areas of weakness. In addition, through Compensatory Education, the Supplemental Instructor also assists students each week who score 40% or lower in reading and math on the Terra Nova. The entire faculty is committed to this continuous academic improvement for all students.

2. Using Assessment Results:

A. Saint Joseph School uses a variety of assessment tools, beginning with the Terra Nova – A Comprehensive Test of Basic Skills that is administered annually in March in grades 2 through 7. In addition, 8th graders take the Cooperative Exam. Assessment tools and results guide curriculum and instruction as well as target specific skill needs of individual students.

In the Terra Nova, subject area reports are studied and areas of deficiency are examined, analyzed, and marked for improvement immediately within the classroom. In addition, an action plan for improved instruction is designed for the following academic year. The Item Analysis is an assessment report that helps to identify possible reasons for student error including testing format or language, semantics, or process skills. Also, Individual Profile Reports provide a clear picture of each individual student's strengths and weaknesses.

Students in the lowest assessment levels are identified and targeted by the homeroom teacher as well as the Supplemental Instructor for additional attention and instruction. Beginning in grade 5, Terra Nova scores are used to help determine math grouping by ability. Additionally, assessment results are shared between subject area teachers so that skills across the curriculum are supported, improved, and enriched.

As part of the school's action plan, all students are targeted to increase performance by moving toward a higher assessment level during the following academic year. Test results of classified students are examined by the Supplemental Instructor as well as the homeroom teacher to plan instruction for these students for the following year. In addition, students scoring in the 40th percentile or lower on the Terra Nova receive, through Compensatory Education, additional weekly assistance in math and/or reading instruction.

Terra Nova scores are also used by The Center for Talented Youth (CTY) at John Hopkins University to identify top academic students. In 2011, 70% of St. Joseph School students in grades 5 through 8

qualified and were invited to participate in programs sponsored by Johns Hopkins. This year, 2011, marks the 20th year that St. Joseph School has supported outstanding students who have participated in the CTY talent search.

B. The results of the Terra Nova standardized tests are communicated to parents, students, and the community. Every spring, the Home Report of Terra Nova is distributed to the parents of each child. This report gives data and statistical analyses of their child's progress in reading, language, math, science, social studies, and spelling. The Home Report displays on a bar graph each student's national percentile grade for each test taken. This report also indicates student strengths and weaknesses.

Each year St. Joseph School produces an Annual Report that includes the school's Terra Nova results by grade and subject. These results are compared graphically to other suburban schools in the Diocese as well as schools in the entire Diocese. The Annual Report includes bar graphs that indicate the progress of each grade in all subjects tested. This document is distributed to parents, the parish community, visitors to the school or parish, and prospective school families.

To communicate progress in specific curriculum areas, tests and grading rubrics are sent home for parent perusal and signatures. Teachers of curriculum subjects distribute electronic progress reports to parents in the middle of each marking period and/or as needed. Parents and teachers are in frequent contact by voice mail and e-mail, and conferences are scheduled before and after school as needed. In addition, parents are always welcome and encouraged to meet with teachers on an informal basis to discuss student achievement. Report cards are distributed on a quarterly basis, the first one accompanied by a formal teacher-parent conference regarding the child's progress and adjustment.

Teachers also maintain a class web page that gives general information about the class, expectations, curriculum information for each subject area, and daily homework postings. Teacher web pages are found on the School's website which also serves to communicate school information and student achievement and success to the community.

Several times a year, St. Joseph School holds Open Houses to welcome prospective families and parishioners into the School. During these events, the teachers, parents, and students share the many activities and successes of our students. In addition, the principal gives a presentation about the school including the many important academic accomplishments of the students.

All families in the school receive a weekly electronic school bulletin with pertinent information concerning upcoming events. Included in the bulletin is the principal's weekly letter highlighting student achievement and success. School announcements, activities, and the Honor Roll are also included in the weekly parish bulletin, providing the community with a comprehensive view of the success of the school. In addition, a special parent marketing committee actively seeks publication in local newspapers of student accomplishments and school success throughout the year.

3. Sharing Lessons Learned:

St. Joseph School shares teaching/learning strategies with other schools. Several examples follow.

Recently, the guidance counselor led a Peer Leadership Workshop of eighth graders and shared ideas and strategies with a guidance counselor from Black River Middle School, Chester, NJ. This workshop utilized student exercises to learn leadership, goal setting, bullying, and conflict resolution. Students developed team mission statements and leadership skills.

A math/science teacher introduced an effective strategy in 2011 to develop subject matter interest by building tetrahedral kites. With an explanation of forces involved in flight and tetrahedral geometry, students were provided with materials and guidance necessary to build and fly their own kites. This project was introduced to Delbarton School (summer session) through the NJ SEEDS program and will

become a regular part of Delbarton's curriculum in future years.

The School successfully integrated SMART Board technology to improve student achievement. Teachers from Pius X School, Montville, NJ spent a day last year observing how to implement SMART Board lessons. A lesson on SMART Notebook and SMART Board basics was also shared.

As a result of the School's high math and language scores, the principal gave a presentation in 2010 to Diocesan principals and teachers outlining strategies used to help students prepare for the Terra Nova test. For math, strategies included reviewing basic skills weekly, starting each class with a review problem, using online resources, and digital software games. For language, strategies included daily proofing of sentences, editing with a document camera to improve descriptive language, and use of more concise words.

Effective SMART Board lessons were shared by the first grade teacher at SMART Exchange, an online site for educators to find and share SMART Notebook lesson activities, assessments, and web links. The SMART Notebook lesson strategies involved "Greater Than, Less Than," and "Magic Silent e"; SMART Response lessons included "Solid Shapes" and "Adjectives."

At the National Catholic Educators Association Convention in Philadelphia, the art teacher gave a presentation entitled "Connecting Your Art Program to the Curriculum." The art teacher also authored an article entitled "Making Connections" (*Today's Catholic Teacher*, April 2006). The teacher connected the art program to the curriculum, described Disciplined-Based Art Education and explored the School's Immersion Day theme Mozart Day in honor of Mozart's 250th Anniversary. The experience was a collaborative strategy bridging curriculum through the arts, creating significant and memorable learning experiences.

4. Engaging Families and Communities:

St. Joseph School is committed to engaging family members in the education and faith formation of students. Families play a key role in their child's educational success and share in meaningful ways in the school experience. Family members serve as readers in the Mystery Reader Program and as assistants in science experiments and the Reading and Writing Workshop. Parents also assist in the library, the cafeteria, and on the playground. In addition, parents often partner with teachers supporting special learning projects such as Immersion Day.

To enhance faith formation, parents lead Spiritual Life activities. A recent Prayer Partner activity involved a 2nd grader learning about a favorite saint from a 7th grade Prayer Partner and the younger child drawing the saint's picture. Parents also organize the Cool the Earth Program for Earth Day, and organize and assist on field trips. Students invite Grandparents to share in their learning on Grandparents' Day and middle school girls invite their dads to the Valentine Father/Daughter Dance. During the year, parents and alumni share on a variety of careers such as science, law enforcement, medicine, and the arts. The School is fortunate to have committed parents who serve as role models for the school community.

The community is also welcomed into the school to assist in student success. Students from nearby Assumption College and St. Elizabeth's College volunteer in the classroom to assist both teacher and student. Throughout the year, the local police and fire department visit the School, share important safety lessons, complete emergency drills, and discuss drug awareness/prevention through DARE. Police officers give presentations on Internet Safety and Cyber-Bullying to both parents and students.

Representatives from the Rotary Club visit each year giving dictionaries to third graders and sharing about their organization. During the annual Immersion Day, experts in the curriculum focus-area offer hands-on learning experiences and detailed presentations to benefit students. Last year, a Native American brought in hundreds of tribal artifacts and shared life experiences. During Catholic Schools Week, the town mayor delivers the convocation at the opening Mass, highlighting the benefits of

education at St. Joseph School. Sisters and priests share their religious vocations. By inviting community to share in the educational mission of St. Joseph School, students are able to broaden their perspective of the world. Developing their education and faith, students will likewise one day assume their role as leaders in the community.

1. Curriculum:

St. Joseph School follows the *Paterson Diocese Curriculum Guidelines* and the *New Jersey Core Curriculum Content Standards*. The School received Star School status for its curriculum immersion in critical thinking, creativity, and communication. The curriculum addresses the School's learning standards through differentiated instruction, technology integration, and cooperative and project-based learning. These learning methods, which apply to all subjects, enable all our students to progress at their own pace to meet the learning standards of the School.

Religion curriculum is based on Scripture rooted in the *Catechism of the Catholic Church*. It includes strands on Church, Sacraments, Trinity, Morality, and Family Life. The sacraments of Reconciliation and Eucharist are initially received in grade 2. The faith community is strengthened and unified through prayer, Scripture studies, Eucharistic celebrations, and religious projects. The School organizes projects to serve senior citizens, needy children, local missions, nursing homes, outreach kitchens, and the Marines in Afghanistan.

Literacy curriculum cultivates skills in listening, speaking, reading, and writing. In pre-k 4 through grade 3, guided reading and the Spalding Method are used to teach decoding, reading comprehension, spelling, and handwriting. All grades are exposed to a variety of literary genres. Independent reading is fostered as a life-long activity. The writing curriculum provides activities for developing the writing process: draft, revise, edit, and publish. Development and completion of research papers begins in grade 2, continuing through grade 8. There is scope and sequence of grammar and mechanical skills. Cross-curricular writing supports presenting ideas orally to develop presentation skills.

Math curriculum emphasizes critical thinking, problem solving, and communication. Many strategies require the use of manipulatives and technology. Cross-curricular math projects involve collaboration among teachers of other disciplines. Seventh graders choose and analyze stocks, creating graphs and spreadsheets to interpret the data. Differentiation and small-group instruction provides advanced learning, culminating in algebra I for all eighth grade students.

Social studies curriculum integrates strands of history, geography, civics, economics, and current events. Studies of families and communities expand to New Jersey, the country, and the world. Curriculum emphasizes understanding global and national interrelationships. A fourth grade project includes the writing of a historical newspaper based on history learned from reading the novel *Pedro's Journal*.

Science curriculum embraces high-level core concept instruction in life, earth, and physical sciences intertwined with inquiry-based investigations and real-life correlations. Students explore themes of energy, systems, scale, structure, and stability and change. Eighth graders design a Rube Goldberg Project by building and integrating a set of simple machines, performing a simple task. The science program is supplemented by kits and modules used for authentic inquiry and research.

Visual and Performing Arts are integral to the curriculum. Students learn art production, history, and criticism. In music, students learn the basic elements of singing, music appreciation, and performance techniques. Instrumental music and choir participation is offered. The Arts support such projects as Immersion Day, the School literary magazine and newspaper, and the winter and spring musical drama productions.

St. Joseph School is in compliance with the program's foreign language requirement. Spanish is taught twice a week in pre-k 4 through grade 5, and three times a week for forty-five minutes in grades 6 through 8. In the lower grades, students develop basic listening and speaking skills. In the upper grades, emphasis

expands to include reading and writing.

Physical education stresses fundamental sports development and games to improve gross and fine motor skills. Improving students' cardiovascular fitness, flexibility, strength, balance, and coordination are important program elements as is teaching sportsmanship and respect. The school nurse and science teachers support students in aspects of nutrition and healthy living.

2. Reading/English:

At St. Joseph School, the goal is to nurture proficient and passionate reading – the key ingredient to life-long learning.

In pre-k 4 through grade 3, the Spalding Method fosters decoding skills, reading comprehension, writing, spelling, and handwriting. Learning the seventy most common phonograms representing forty-five sounds used in speaking is combined with spelling and reading lists of high-frequency sight words. This innovative program has proven successful for all students including students with dyslexia, auditory processing, and attention deficit disorder.

In addition to a strong phonics foundation, the reading program in kindergarten through grade 3 incorporates small group guided reading lessons that allow for differentiation in teaching reading skills and strategies. Students are immersed in a large variety of leveled fiction and nonfiction books. "Running Records" assesses each child's reading level and allows teachers to match each child with appropriate texts thus supporting all reading levels. Reading aloud and shared reading also play an integral part in the reading program.

Students make comprehension connections through using reading notebooks, stop and jot post-it notes, and small group book talks. Students are encouraged to choose books of interest and build self-confidence by reading familiar text. Children are assigned 15 minutes of independent GRAB (Go Read A Book) reading each night. These practices allow students to progress at their own pace, thus achieving success whether they are performing below or above grade level.

Weekly library for all grades stimulates student literacy. Accelerated Reader, a computerized independent reading comprehension program, builds reading stamina and comprehension. Another computer reading program, Raz-Kids, allows students to independently read, listen, and record e-books.

In grades 4 through 8, poetry, short stories, novels, and plays are incorporated. Students learn enhanced comprehension, critical thinking, and the personal application of literature to life. Independent critical analysis is fostered through teaching context clues, drawing inferences, and making predictions. Beginning in grade 5, students use classic and contemporary literature as a springboard to formulate the five-paragraph essay. Students learn the importance of perspective by composing narratives and essays that analyze characters and/or debate relevant issues. Grade 8 prepares for high school by studying classical word roots, leading to vocabulary expansion, and recognition of the subtleties of word meanings.

Class discussion and cooperative learning builds comprehensive proficiency at all levels in language arts. Oral and written communication skills are mastered, while strategies for using technology prepare students for success in our global society.

3. Mathematics:

The math curriculum at St. Joseph School fosters a balance between procedural knowledge, computational accuracy, and conceptual understanding. Students score at the top of the Diocesan rankings in math on the Terra Nova tests each year. At the end of each year, Terra Nova scores are analyzed and goals are developed to address areas for improvement. Instruction is then differentiated and modified to best serve students.

Our program is designed and taught based on the *New Jersey Core Curriculum Content Standards* for mathematics, the *Diocese of Paterson Guidelines* and the standards set by the National Council of Teachers of Mathematics. To ensure student success and achievement, homerooms are divided for math instruction. Curriculum, materials, and technology support concept mastery in number sense, geometry, measurement, algebra, probability and statistics, and problem solving.

The EnVision 2012 math program, added in the fall of 2011 for grades K-4, incorporates lessons focused on “understanding by design.” Students utilize hands-on and computer-generated manipulatives, web-based textbooks, and online review and enrichment activities. Daily skill and concept review is implemented to create a spiral curriculum and differentiation is provided by a variety of re-teaching, review, and enrichment activities and games. Estimation stations, Problem of the Week, and math storybooks also enhance instruction.

Grades 5 through 8 are taught in two groups divided according to ability. This flexible grouping allows the teachers to address the different skill levels of students and differentiate instruction accordingly. The groups are monitored and adjusted when needed to ensure proper student placement. Memberships in the National Council of Teachers of Mathematics and attendance at the National Math Conference ensure teachers stay current regarding best practices in mathematics teaching and learning.

Students in fifth grade receive one additional math class per week focused on geometry. All students are offered an Algebra 1 course in 8th grade. *Prentice Hall Mathematics* textbooks support our continued goal of excellence in math achievement. On-line components including video tutors, practice tests, and quizzes provide valuable homework resources. Manipulatives used by students in the upper grades include the use of Smart Boards, scientific and graphing calculators, the document camera, and online math games. Teachers also use writing, songs, art, and cooperative learning games to enhance instruction. Students graduating from St. Joseph School consistently demonstrate solid command of math skills and frequently “place out” of Algebra 1 in high school.

4. Additional Curriculum Area:

St. Joseph School’s mission is to educate the whole child. In keeping with this mission, technology has driven school-wide improvement goals for over ten years. Through purchases of software and hardware, enhanced technology instruction, and technology use across the curriculum, students are given a window to the world via technology-based learning. St. Joseph School students are 21st century learners who use technology to research and apply academic concepts and are prepared to be citizens of today’s digital world.

A Smart Board, document camera, computer, and Internet access in all classrooms allow teachers to integrate technology into all phases of instruction. Their use has shown measured increases in student motivation and performance. Teachers use the Smart Response System as formative and summative assessments following the lessons they teach. Additionally, the use of a document camera during lessons keeps students engaged and allows them to visually follow along during the lesson.

Classrooms are equipped with audio enhancement systems. Creating surround-sound environment, the teacher’s voice is distributed evenly and clearly throughout the classroom thereby improving the learning experience by creating greater focusing capabilities and learning potential for each student.

The School maintains a technology lab with 30 computers, scanners, printers, a school network, and worldwide web access. The technology curriculum develops essential competencies in word processing, keyboarding, spreadsheet and chart design, and digital presentation proficiencies. Students attend class weekly and develop a progression of skills.

Teachers collaborate with the technology instructor to develop projects that infuse technology into the curriculum. Teachers bring their classes to the technology lab to differentiate and enhance instruction by

facilitating web quests, writing projects, scientific and literary research, math skills reinforcement, and reading comprehension assessments. By grade 2, students develop an animated PowerPoint presentation to accompany a written and oral research paper and grade 8 competencies include web design, projects designed “in the cloud,” and multimedia graduation presentations.

By making technology integration a major school goal, the School recognizes that 21st century children are exposed to technological advances in all aspects of life. Teachers’ dedication to this goal is evidenced by the presence of technology in yearly professional development goals. By equipping the school with the latest in educational technology, students are motivated to reach for higher academic achievement and are excited about learning. As a result of enhanced technology integration and instruction, students are prepared to move ahead with the knowledge and skills they need to excel.

5. Instructional Methods:

St. Joseph School teachers design instruction that is student-centered, collaborative, and challenging. Lessons are standards-based and utilize current research on best practice. Teachers assess and identify the various abilities and learning styles of students and redesign lessons to incorporate differentiated instruction and accommodate individual learning styles. Teachers encourage critical thinking and problem-solving and guide students to accountability for their learning.

Rubrics are designed and implemented to define for students what their learning outcomes should be. Consideration of Multiple Intelligences leads to the design and implementation of a variety of learning experiences. One way instruction is supplemented to ensure high levels of achievement is through student participation in activities provided by membership in the Gifted and Talented Consortium.

In the earliest grades, teaching is done in large and small groups. Effective instruction includes the use of technology, manipulatives, songs, and personal whiteboards. Interactive SMART Board and SMART Table lessons, games, and the document camera build student skills. Video-streaming from the Internet provides real-time/real-life images and sounds that support curriculum themes. In reading, science, and social studies, leveled fiction and nonfiction books engage students and allow for differentiated instruction. A Supplemental Instructor supports and instructs classified students inside and outside the classroom addressing the learning needs of the subgroup population and supporting their success.

Teachers collaborate with the computer instructor to incorporate Internet resources and research to supplement their instruction. Teachers combine technology and instruction to teach students to design and create projects such as travel brochures, newspapers, and multi-media presentations. Students in kindergarten through grade 3 are taught the Spalding Method for reading, writing, and spelling.

Science and social studies are taught through literature and whole class or small group hands-on experiments and projects. In the upper grades, use of FOSS kits and Delta Science Modules develop skills that accurately and authentically investigate science. Seventh graders analyze the genetics of model dogs they create; then predict the outcomes of subsequent generations. This provides concrete reinforcement as well as enrichment for high-level genetics concepts.

Teachers find value in cross-curricular experiences and student projects. The annual Immersion Day is an example whereby students research, create, present, and experience varying aspects of a topic which culminates in an entire school day immersion. Examples of past themes include the Peace Project, Mozart Day, and the Alaskan Iditarod. Formal presentations, followed by hands-on cross-curricular activities, engage students in impactful multi-sensory learning.

6. Professional Development:

St. Joseph School realizes that the most important factor affecting student learning is the effectiveness of the teacher in the classroom. Staff development is therefore a crucial part of the continuous efforts to

improve the educational program at St. Joseph School and promote the future success of the students. The School encourages teachers to participate in graduate level courses, educational workshops, seminars, and webinars across the curriculum. Teachers attend classes during and after the school day, on the weekends and during the summer. Twenty hours per year of professional development are required of all full-time teachers.

In 2011, teachers attended Columbia University's Reading and Writing Program and other teachers learned the Spalding Reading Method in NYC. Spalding is a multi-sensory method of teaching reading, writing, spelling, and handwriting in the primary grades. Through this method, students have shown marked improvement in reading comprehension and decoding skills in reading and spelling (aligned with NJCCCS 3.1, 3.2, and 3.4 that deal with use and understanding of the printed word).

This past year, teachers also attended workshops on Attention Deficit and Hyperactivity Disorder, Classroom Management, Spiritual Leadership, Classroom Blogging, Creating SMART Board Lessons, and using the SMART Table. After attending a workshop on Formative Assessment, teachers started implementing pre-tests, additional review activities, the SMART Response System, and other formative assessment tools. After attending a conference at the National Council of Teachers of Mathematics (NCTM), teachers implemented "FACE-ing" which helps motivate students by drawing glyph-like pictures based on solving math problems. Teachers share learned information at faculty meetings on such topics as the best SMART Board Activities, strategies for homework, and the Science, Technology, Engineering, Math (STEM) initiative.

Knowledge gained in professional development directly impacts student learning. After the science teacher attended a workshop entitled Tools for Color and Light at the New Jersey Science Convention, the School purchased light boxes to teach students concepts of light, color addition and subtraction, refraction, and reflection, facilitating the understanding of high-level physics concepts in a hands-on setting (aligned with science NJCCCS 5.1 B and 5.7 B that deal with inquiry, problem solving, and physics).

Because of its commitment to professional development, the School has seen consistent improvement in student motivation, knowledge in the classroom, Terra Nova standardized test scores, and report cards. Sharing curriculum knowledge and the use of current research-based instruction results in best practice in teaching and improved student learning.

7. School Leadership:

Administration, faculty, parents, and students all share in the collegial responsibility and leadership of St. Joseph School within clearly defined roles. Ultimate leadership within the school is provided by the pastor of St. Joseph Parish, followed by the principal, faculty, parents and students. The pastor provides visible leadership and presence in the school but relinquishes the day-to-day operation of the school to the principal. Maintaining a chain of command is integral in maintaining order, responsibility, accountability, and mission achievement.

The principal guides the faculty with experience and knowledge of curriculum and instruction as well as matters of discipline, overseeing each teacher's Professional Development Plan and Technology Building Goal. The principal provides vital feedback to faculty through formal and informal observations. The faculty is consulted on issues that affect the care and teaching of students. The principal leads the school in morning prayer, providing support throughout the day, and encouraging students in the classrooms, hallways, cafeteria, and at major extracurricular events. Her leadership directly impacts the effectiveness of student achievement by encouraging the staff in professional development. She is currently mentoring a faculty member seeking a graduate administrative degree. The principal oversees the school's budget and is the public relations spokesperson to community stakeholders.

Teachers model good behavior, coach effective skills, and provide support to students. Teachers are

encouraged to take leadership roles such as volunteering to mentor new teachers, head student clubs like Debate or National Junior Honor Society (NJHS), or share curriculum and technology ideas with each other. Teachers returning from an insightful workshop share their knowledge with faculty in mini-workshops.

The leadership of parents is critical and the School enthusiastically enlists the skills of dedicated parents. The Education Council assists in the governance of the School by contributing to budget formation and evaluating proposed policies. The Home School Association (HSA) provides valuable fund-raising and organizes activities for Spiritual Life, Student Life, and Marketing. Financial resources of the HSA provide new technology and materials for enrichment. In addition, volunteer parents serve as Athletic Director and coach student sports.

Students embrace leadership roles in positions in Student Council and various service projects such as Feed a Friend or Holly Manor Nursing Home. Students lead liturgies as readers, altar servers, and gift bearers. They serve as role models and mentors through Prayer Partner activities. Student achievement and leadership are recognized and encouraged by induction into the NJHS.

PART VI - PRIVATE SCHOOL ADDENDUM

12PV184

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>\$5740</u>	<u>\$5740</u>	<u>\$5740</u>	<u>\$5740</u>	<u>\$5740</u>	<u>\$5740</u>
K	1st	2nd	3rd	4th	5th
<u>\$5740</u>	<u>\$5740</u>	<u>\$5740</u>	<u>\$</u>	<u>\$</u>	<u>\$</u>
6th	7th	8th	9th	10th	11th
<u>\$</u>	<u>\$</u>				
12th	Other				

4. What is the educational cost per student? (School budget divided by enrollment) \$7531

5. What is the average financial aid per student? \$2330

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

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 9%

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	670	665	671	656	664
Number of students tested	27	26	24	27	27
Percent of total students tested	90	90	92	90	90
Number of students alternatively assessed	3	3	2	3	3
Percent of students alternatively assessed	10	10	8	10	10
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:					

12PV184

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	655	669	664	668	645
Number of students tested	27	26	24	27	27
Percent of total students tested	90	90	92	90	90
Number of students alternatively assessed	3	3	2	3	3
Percent of students alternatively assessed	10	10	8	10	10
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:					

12PV184

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	687	693	703	673	686
Number of students tested	27	20	23	28	26
Percent of total students tested	90	91	79	88	90
Number of students alternatively assessed	3	2	6	4	3
Percent of students alternatively assessed	10	9	21	13	10
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:					

12PV184

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

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	686	686	684	675	674
Number of students tested	27	20	23	28	26
Percent of total students tested	90	91	79	88	90
Number of students alternatively assessed	3	2	6	4	3
Percent of students alternatively assessed	10	9	21	13	10
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:					

12PV184

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

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	708	711	698	714	700
Number of students tested	24	22	23	27	30
Percent of total students tested	96	88	89	90	100
Number of students alternatively assessed	1	3	3	3	0
Percent of students alternatively assessed	4	12	12	10	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

12PV184

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	688	699	686	695	712
Number of students tested	24	22	23	27	30
Percent of total students tested	96	88	89	90	100
Number of students alternatively assessed	1	3	3	3	0
Percent of students alternatively assessed	4	12	12	10	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

12PV184

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	739	721	725	729	687
Number of students tested	21	21	24	24	26
Percent of total students tested	91	88	92	100	87
Number of students alternatively assessed	2	3	2	0	4
Percent of students alternatively assessed	9	13	8	0	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:					

12PV184

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

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	708	696	701	697	711
Number of students tested	21	21	24	24	26
Percent of total students tested	91	88	92	100	87
Number of students alternatively assessed	2	3	2	0	4
Percent of students alternatively assessed	9	13	8	0	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:					

12PV184

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	742	753	746	726	705
Number of students tested	19	17	22	20	29
Percent of total students tested	95	90	100	91	97
Number of students alternatively assessed	1	2	0	2	1
Percent of students alternatively assessed	5	11	0	9	3
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:					

12PV184

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

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	707	710	705	708	738
Number of students tested	19	17	22	20	29
Percent of total students tested	95	90	100	91	97
Number of students alternatively assessed	1	2	0	2	1
Percent of students alternatively assessed	5	11	0	9	3
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:					

12PV184