



# PART I - ELIGIBILITY CERTIFICATION

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12PV34

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

12PV34

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: 6
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	38	40	78		<b>6</b>	30	28	58
K	26	25	51		<b>7</b>	40	20	60
1	16	29	45		<b>8</b>	36	31	67
2	27	32	59		<b>9</b>	0	0	0
3	31	24	55		<b>10</b>	0	0	0
4	32	27	59		<b>11</b>	0	0	0
5	31	32	63		<b>12</b>	0	0	0
<b>Total in Applying School:</b>								<b>595</b>

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
1 % Asian  
1 % Black or African American  
2 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
93 % White  
3 % 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: 17%

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.	93
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	10
(3)	Total of all transferred students [sum of rows (1) and (2)].	103
(4)	Total number of students in the school as of October 1, 2010	603
(5)	Total transferred students in row (3) divided by total students in row (4).	0.17
(6)	Amount in row (5) multiplied by 100.	17

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:  $\frac{0\%}{0}$   
 Total number of students who qualify:  $\frac{0}{0}$

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:  $\frac{7\%}{41}$   
 Total number of students served:  $\frac{41}{41}$

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>1</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>24</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>14</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>1</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>2</u>	<u>1</u>
Classroom teachers	<u>30</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>4</u>	<u>3</u>
Paraprofessionals	<u>16</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>12</u>	<u>0</u>
Total number	<u>64</u>	<u>4</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: 20:1

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%	91%	93%	94%	94%
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?

Saint Leo the Great Roman Catholic School is located in Lincroft, New Jersey. The school is under the auspices of the Diocese of Trenton and is a ministry of Saint Leo the Great Parish. It opened its doors to the first class more than 50 years ago when the Sisters of Saint Francis of Glen Riddle, Pennsylvania agreed to provide teaching sisters for the 1960-61 school year with a faculty of five and a student population of two hundred one. Today, Saint Leo the Great has a teaching staff of 53 and currently serves 595 students in pre-kindergarten through eighth grade.

Saint Leo the Great School continues its tradition of creating a school culture that is based upon the teachings of the Roman Catholic Church. Its sacred mission is the formation of youth entrusted to its care in the Gospel of Jesus Christ through spiritual, educational, social, and athletic activities. Administrators, Faculty, and Staff believe in the capacity of the individual to lead with compassion, learn with commitment, and act with courage. Students are encouraged to be active participants in their commitment to God, kindness to others, and pursuit of knowledge.

There are numerous complexities and challenges associated with providing a 21<sup>st</sup> Century education while retaining the traditions and acknowledging the strong foundation upon which Saint Leo the Great School was built. This is especially true in a school that services Pre-School 3-year-olds through 8<sup>th</sup> graders within a community that boasts high achieving schools with college bound students.

All Saint Leo the Great students are inspired to achieve the highest standards in intellectual achievement through developmentally appropriate instruction that allows for individual differences and learning styles. The academic emphasis, under the leadership of the Principal, has been valuing the uniqueness of each child by addressing his or her respective learning modalities and intelligences. Instruction has shifted from teacher-directed to student-centered through the implementation of learning centers, inquiry-based, project based, and brain-based learning. Therefore, each classroom is equipped with interactive teaching devices and computerized programs allowing differentiated instruction to become a reality.

Saint Leo the Great has undergone a paradigm shift driven by the desire to reach today's students and their future needs. This transformation includes redesigning classrooms and restructuring traditional schedules to provide collaborative learning opportunities. Block Scheduling instituted in grades 5 through 8 allows for more time on task and a more flexible and productive classroom environment. It also decreases class size and allows the teachers to use more process-oriented strategies. Students are able to participate more actively in the classroom and share stronger relationships with their teachers.

A tumbling gym has been built for the youngest students where cognitive and language skills, social skills, math readiness, music, and rhythm are optimized daily. In this program, called "Head, Hands, and Heart," children benefit from activities that focus on all intelligences from interpersonal to linguistics and visual/spatial, to music and math readiness. Every element of development can be addressed through a quality movement program. Yoga is used to calm, focus and center oneself, as well as to address balance, strength building, and flexibility. A tumbling curriculum strengthens not only a child's physical abilities (gross motor skills), but also his or her ability to listen, follow directions, and socialize. Incorporating dance and music into the program further enhances their agility, coordination, and confidence. Providing lessons in Spanish and Sign Language further utilizes current research that emphasizes the biology of learning through brain-based research.

A House Program has been developed in the Middle School which is based on two essential beliefs: students need a connection to each other and something bigger than themselves; and, each child is born with a unique cognitive map. After completing intelligence profiles, students are divided according to

their strengths, with each intelligence equally represented in each House. Once the Houses are formed, they vie against each other in competitions that celebrate different intelligences. Students can achieve points on individual achievements, group accomplishments, and service activities. By incorporating the theory of Multiple Intelligences, opportunities are provided to acknowledge and value children who possess innate gifts in areas other than just the traditional mathematics and linguistics, and celebrate the talents and contributions of the musicians, artists, athletes, naturalists, designers, mechanics, and others who enrich our world.

The uniqueness of Saint Leo the Great is its ability to draw strength from its traditions of excellence, meet the needs of the 21<sup>st</sup> Century learner, and move students to a better understanding of this world and their obligation to contribute to its greatness. A motto that guides us is to “Take care of ourselves, each other, and this place.” Through God’s grace, it will continue to endure.

## 1. Assessment Results:

A.

For Saint Leo the Great School the tradition of high student achievement has been a part of the school culture since its opening in 1960. The school's 2007 to 2011 Terra Nova standardized test scores reflect this tradition as indicated in the overall level of proficiency in Language Arts Literacy and Mathematics for grades 3 – 8. "Proficiency" at Saint Leo the Great School is defined as a *percentile* score at or above 50%.

On the reading assessments, Saint Leo the Great students score well above the proficiency level of 50% as reflected most notably in the third grade assessment scores of 74%, 68%, 69%, 83%, and 85% respectively, for school years ending from 2007 to 2011. Despite a decrease of 6 percentile points in the second year of reporting, the 17 point overall increase demonstrated by the fourth year of reporting reflects significant improvement. Although overall percentile gains and losses over the five-year period are reported, the test results for all grade levels show stability in the reading scores at or above the defined proficiency level of 50%.

Consistent with the reported reading scores, the third graders' mathematic assessment scores also reflect a proficiency level at or above the Saint Leo the Great School standard. The 2006 to 2007 assessment scores reflect a decrease of 11%, from 87% to 76%, but then show a trend of increase from 78% to 84% to 86% for the last year of reporting. These scores reflect a significant 10% increase and are well above the 50% established level of proficiency.

In summary, while Terra Nova Language Arts and Mathematics scores show variations over the five-year reporting period, overall test scores indicate strong, school-wide performance with test results that meet and exceed the proficiency score.

B.

Assessments, whether summative or formative, only serve to benefit students if the data provides sufficient evidence to effect change for student growth. Although Saint Leo the Great School's Terra Nova scores were consistently above the national norm, the standardized scores served as a catalyst for informed change in the ways to address student learning. Performance trends cannot be examined without including the transformational changes that were made to the school's learning environment.

Beginning in 2007, Saint Leo's undertook the process of redesigning the learning environment. The Administration believed that traditional schedules were not able to meet the needs of the middle school student and new models were available for shifting emphasis from course content to students' learning needs. Elementary schedules always allowed for extending time as needed in self-contained classrooms, so a transition to extended class time lent itself to the middle school population. A block schedule also encouraged student-teacher relationship building, file sharing, and the ability to include portfolio assessments. Identified priorities were threefold: providing more time on task for core curriculum subjects, creating collaborative environments, and allowing for more authentic opportunities for in-depth learning.

An advantage of standardized tests is the ability to provide valuable comparisons over time and among grade levels. An indicator for the effectiveness of the schedule changes was the capacity to compare the same student scores from the previous year to the next. An analysis of the NP of the Mean NCE scores in Reading saw a significant increase that might indicate the significance of the schedule changes. The first year in block scheduling saw a significant rise in Reading scores in grades 7 and 8. Together, a nine percent increase was realized from their previous scores. Sixth grade actually saw a modest drop but

quickly rebounded by 9 points in the following year to realize a total increase within the specific two year period. The largest factor possibly affecting rising scores was in the amount of time spent on core subjects. Both language arts and math increased time on task from two hundred minutes to four hundred minutes per week.

A change in tests in 2009-2010 from the Terra Nova Second Edition to the Third Edition presented another positive challenge to the curriculum and a notable positive change in trends. In general, the reading program's differentiated instruction guidelines include modifying teaching methods to accommodate variation in students' needs; implementing data-informed whole-group and small-group instruction; using leveled reading materials to enhance student learning; and lastly, using flexible grouping patterns that are sensitive to student achievement. This lends itself to the constructed response and open-ended question format. In response, second and third grades scores increased by a combined twenty-one percentage points in the first year of its implementation. Fifth through eighth grade scores had moderate, but noteworthy increases.

The mathematics curriculum was adjusted in 2009-2010 to include a more rigorous course of study to strengthen concepts in problem solving, number operations, patterns, data and probability, measurement and statistics, geometry, and algebraic concepts. Teachers utilized anticipatory sets to inject word problems in their daily lessons. As a result, the student NCE math scores increased in every grade level to exceed the Blue Ribbon standards.

Differentiated learning, instructional and systemic improvement, and an emphasis on in-depth understanding have optimized student scores. Saint Leo the Great is committed to continue moving forward in its academic endeavors to pursue more authentic intellectual work that assures both individual success and high standards.

## **2. Using Assessment Results:**

Saint Leo the Great uses Terra Nova Third Edition Standardized Achievement Test and InView Test of Cognitive Skills by CTB/McGraw-Hill to assess student and school performance. This edition replaces the Terra Nova Second Edition which was utilized up to and including the 2008-2009 school year. Tests are administered in March to all students in grades 2 through 8 and help to identify strengths and weaknesses with regard to the New Jersey Common Core State Standards. In 2010-2011, Writing Roadmaps, an on-line writing assessment tool was added to the 4th and 7th grade testing regimen.

These assessment results are a valuable resource for evaluating the effectiveness of existing programs, enriching teaching practices, addressing current trends in education, providing accountability to parents, and supporting school level improvement. Scores are also used by teachers and child study teams, in conjunction with formative and summative evaluations and teacher recommendations, to provide additional services to students whose scores fall below the national average or who show a discrepancy between ability and achievement. Teachers also avail themselves of current digital, web-based programs such as Study Island and Spellingcity to maximize individual performance. Standardized scores are also used as one benchmark for placement in accelerated middle school math.

The Terra Nova tests provide Saint Leo's with a measure of achievement independent of biases or judgments of the teachers. Additionally, an externally imposed, norm referenced test based on the Core Standards pinpoints exactly the areas of strength and/or weaknesses that need to be addressed. Using this information, a new classroom was designed to accommodate students in 2nd and 3rd grade who had not yet reached the level of mastery in Language Arts needed to successfully move into the next grade.

Our multi-age class presents students with many positive experiences. Students who work at their own level experience success and have a positive outlook about themselves and school as teachers use instructional methods that are student centered and developmentally appropriate. Differences among

students are seen as the norm. This understanding helps children learn tolerance and build positive social relationships.

The classroom, itself, is designed for age appropriate learning. Students work at a rate and with material best suited for them. The goal of this Flex Program is to meet the needs of all learners and enable participants to transition back into their appropriate grade level the following school year. Eligibility is dependent on a student's progress and performance.

In addition to the Flex Program, standardized scores help to identify students in all grades who qualify for either Compensatory Education or in-class support services from the Monmouth Ocean Educational Services Commission. These students either score below the national average or demonstrate a discrepancy between their ability and their achievement.

Saint Leo the Great also offers additional services to classroom teachers implementing data-informed whole-group and small-group instruction. The reading program encourages small group instruction, which is preferable since it allows more opportunities for participation, questions, and corrective feedback. Eighth grade students, who participate in the S.T.A.R. Program (Student Teachers Achieve Results), volunteer time in each Early Childhood classroom, to assist teachers as they conduct learning centers. This program also provides the oldest students with opportunities to share their talents, model successful learning habits, contribute to the academic and social success of a young child, and further develop their own leadership abilities.

In response to the CTB/McGraw-Hill standardized web-based writing program, Saint Leo's created a dedicated writing lab for 4th grade students. This is in addition to an otherwise integrated language arts program and meets once per week. Although this program appears to "teach to the test," it has enhanced student performance due to its emphasis on content, speed and precision.

Teachers review scores and evaluate the effectiveness of the curriculum and make specific determinations to improve deficiencies and increase individual scores. Parents are informed and educated regarding the standardized test scores. Each parent receives a Home Report, followed by a conference with each teacher. The Principal also reports the scores in a presentation given to all parents at the yearly State of the School address.

Eighth graders, although not required, participate in the testing each year and their scores are reported to competitive Catholic Secondary Schools, as well as specialized, public High Tech High Schools within Monmouth County. These scores and achievements, along with their service to the school and the community are a source of pride for the faculty, staff and parents.

### **3. Sharing Lessons Learned:**

Saint Leo the Great is invested in the professional aspect of teaching that encourages the sharing of tried and true practices with others to raise standards and reward winning results. When teachers share success stories, they enrich the lives of students' well-being beyond their normal reach. When schools share their successes, they encourage excellence within the teaching profession.

Grade level meetings, Diocesan workshops and marketing meetings, culminating lesson showcases, State of the School Addresses, weekly newsletters, and Parent-Teacher meetings are all used as resources to inform and share best practices within the teaching profession.

Saint Leo the Great, for meeting purposes, divides grades into early childhood, intermediate, and middle school. Initiated by the Vice Principal, these monthly meetings allow teachers to share ideas and present information acquired at professional in-services. They are collaborative in nature, and encourage the faculty to share resources to improve achievement.

Diocesan workshops are intended to present best practices. Some schools, including Saint Leo's, elected to participate in a Best Practice Handbook, which was shared among all schools in the Diocese. Diocesan marketing meetings take place on a monthly basis to exchange successful strategies among its schools.

The Principal hosts a State of the School address every year for all parents. Information regarding test scores, new programs, and school-wide accomplishments are shared to engage the community of stakeholders in our vision for student success. A weekly web-based newsletter to parents and community members is intended to be current and informative regarding the school's successes and student achievements.

Saint Leo's Parent Teacher Association is its most supportive organization. They host events throughout the year which encourages participation in every aspect of the school. Not only do they raise money for student use, but they also provide family fun days at local businesses, host informative meetings to keep parents apprised of new programs and innovative classroom activities, and advertise our accomplishments in local newspaper.

#### **4. Engaging Families and Communities:**

A visit to the Saint Leo the Great School website would quickly express to you the importance of family and community to the school. "Faith, Family and Friends" are not just words on the school logo, but a school philosophy that expresses a very special partnership between school and community, and so strongly defines our students' success.

Paramount to the establishment of this partnership is "**communication.**" To that effect, the Principal of Saint Leo the Great encourages the development of the school/family partnership. This partnership begins early in the school year with "Back-to-School Night" and continues throughout the school year with conferences and fundraisers. Local schools and adult residential communities are invited to participate in culminating events, such as art and science fairs and choral and instrument concerts, which allows students to showcase their talents and hard work.

Teachers communicate openly with families including conferences, email, e-boards for homework postings, and teacher web pages that "chat" with parents about enrichment activities, as well as provide information and links to assignments and texts. The school webpage is also filled with vital information for parents, forms to be downloaded, and a weekly message from the Principal in the Principal's Corner.

The Principal and Vice-Principal, along with Staff and Student Council members, personally "Meet and Greet" students as they enter the building each morning. This makes the Administration accessible to the school community and helps to maintain an "open door" policy where students and parents alike feel free to communicate with the faculty.

Invitations to become involved in the classroom take many forms. Parents with specialized skills are invited to help moderate clubs and share their expertise. Parent volunteers are as important in the classroom as they are on the athletic field, on the School Board, or at a P.T.A. meeting. It is through these volunteer organizations that many of the enrichment activities that the students engage in are provided and funded. The Parent Teacher Association has a strong commitment to the mission statement of the school, and their members work tirelessly to provide the students with programs, activities, and resources to enhance and improve their academic experiences. The coaches inspire the students to develop their skills, not only as athletes but as fair competitors. The School Board works collaboratively with the Principal to affect a vision and attain the goals set for the students of Saint Leo the Great school.

## 1. Curriculum:

The school's curriculum is comprehensively designed and includes the core subjects (Religion, Language Arts, Mathematics, Science, Social Studies) as well as enrichment subjects (Art, Technology, Library, Music, Physical Education, World Language). The New Jersey Standards are automatically linked to lesson plans through the web-based program, OnCourse, which also produces graphical curriculum maps.

### Language Arts

The Language Arts program is based on a curriculum that fosters personal and social literacy. Teachers use a variety of strategies to construct multiple opportunities to deepen the understanding of language by bringing together written, oral, and technology/media into our collaborative classrooms. Expressive, informational, argumentative, and persuasive techniques in writing and speaking are used extensively in the computer labs that include iPads and e-readers. Currently, the eighth graders are communicating by blogging with one another on various topics in literacy. This program creates real life learning experiences for students to communicate in different contexts, for different purposes, and for different audiences.

### Mathematics

The Mathematics curriculum has been structured to provide optimum resources for all students. Curriculum mapping, extended class time, a tutoring period, and an iPad Lab have created a challenging environment for all ability levels. In 2011, a Geometry class was introduced as an elective for students who tested above the ninety-fifth percentile. Students from Saint Leo's continue to place in high school honor classes upon graduation.

### Social Studies

Democratic citizenship is a recurring theme in the Social Studies curriculum. Students are expected to possess a core body of knowledge and use critical thinking skills for a deeper understanding of the complexities of laws, traditions, mores, and governments in a global society. In addition to maps, landforms, and population density, a geographical understanding provides background for higher level thinking in terms of environmental and political issues.

### Science

All students in the Science program are actively engaged through investigating, collaboration, and hands-on projects. Saint Leo's is fortunate to have a dedicated lab for various experiments using the scientific method. Physical, Life, and Earth Science are integrated and Promethean Board technology brings the physical world into the classrooms, creating lessons that are exciting, interactive, and relevant.

### Visual Arts

Students learn in a variety of different ways and through different modalities. Therefore, providing a strong and varied Visual and Performing Arts program affords opportunities for all students to study and participate in creative expression in music, art, physical education, and technology. Teachers present their lessons through weekly instruction, extracurricular clubs, field trips, seasonal performance concerts, competitions, and exhibits. Art classes offer art history, drawing, painting and sculpting which emphasize both step by step instruction and original design. Music classes meet weekly for vocal and instrumental instruction. The Physical Education classes emphasize a complete exercise and wellness program, skill building, dance, and good sportsmanship. In addition to infusing technology into classroom instruction, all students participate in weekly computer classes beginning in preschool. These classes provide instruction in computer and internet basics, personal computer applications in word processing, excel spreadsheets, audio and video animation, and presentation software.

## **World Language**

Saint Leo the Great School is in compliance with the program's foreign language requirements.

The World Language program at Saint Leo the Great relies on brain based research that increasingly promotes language development at an early age. Spanish as a second language is offered to all students once or twice weekly, and progresses to eighty-minute blocks, 2 to 3 times per week, in our middle school curriculum. Students are provided with a strong foundation in grammar, reading, writing and communication, and respect for a different culture, history, and geography that allows for easy transition into high school.

## **2. Reading/English:**

Saint Leo the Great had been using the Open Court Reading Program for many years. Teachers enjoyed this program and especially liked the phonics component of Open Court. However, one of the difficulties with this program was its lack of differentiation. Therefore, the goal was to seek a comprehensive balanced literacy program that included integrating guided instruction, assessment, and independent practice. The mission was to create a language and literacy rich environment to ensure that the children of Saint Leo the Great School learn basic letter, sound, and word skills; develop higher comprehension strategies; and understand the purpose and the joy of reading.

A committee was formed and many reading programs were reviewed and piloted. The committee chose the Macmillan-McGraw Hill Treasures Reading program since it best-supported true differentiated instruction. The program encourages small group instruction that is preferable since it allows more opportunities for participation, questions, and corrective feedback. It includes the guided reading philosophy and helps to motivate our students, empower teachers, and increase our test scores. It also has excellent technology support including interactive resources to use with the interactive boards. In addition, the parents are able to access the on-line leveled library. The program also offers many resources to help teachers differentiate instruction such as leveled workbooks on three different levels: approaching, on level, and beyond level. At all levels, students read orally to the teacher in small groups for fluency, phrasing, and comprehension. In general, differentiated instructions includes modifying teaching methods to accommodate variation in students' needs; implementing data-informed whole-group and small-group instruction; using leveled reading materials to enhance student learning; and lastly, using flexible grouping patterns that are sensitive to student achievement.

Kindergarten through second grade teachers are also Wilson certified at the Foundations Introduction and Foundations Level 1 levels. This research based supplemental program provides students, with varying learning abilities, the essential components of reading: phonemic awareness, phonics, vocabulary development, reading fluency, and comprehension strategies. The Wilson Reading Program provides teachers with a resource that incorporates hand-on-activities to promote phonetic foundations, built-in assessment, as well as enrichment opportunities and an intervention component.

Saint Leo the Great is committed to providing a reading curriculum that meets the individual needs of each child and encourages students to be lifelong readers.

## **3. Mathematics:**

Our Mathematics curriculum, based on the standards of the Diocese of Trenton Curriculum, NCTM, (National Council of Teachers of Mathematics), and the New Jersey Core Content Curriculum, has undergone changes ranging from class offerings and individualized placement evaluations, to conceptual versus rote learning, to increased class time, to scheduled tutoring periods. The annual standardized Terra Nova test scores are evaluated and used to develop and maintain this curriculum.

A variety of methods are used to introduce, develop, and strengthen concepts in problem solving, number operations, patterns, data and probability, measurement and statistics, geometry, and algebraic concepts.

These strategies vary from, but are not limited to, drills in computation, use of manipulatives, games, computer software programs, working collaboratively with peers, and hands on projects. Doubling instruction time and infusion of technologies such as computers, iPads, Promethean interactive whiteboards, wireless students response devices, and digital document readers support the mathematics curriculum to help develop, enhance, and enrich mathematical skills. All courses involve critical thinking activities, problem solving skills, cooperative learning, and real life applications of the material being presented.

Students capable of a more challenging math program take accelerated classes beginning in 6th grade. For those with the ability to continue at this accelerated pace, the 8th grade curriculum offers a high school level Algebra I course. This includes a comprehensive study of polynomials, solving and graphing linear equations and inequalities, quadratic equations, and rational and irrational numbers. The goal is to enable these students to start with Geometry I as high school freshmen.

In an exploratory effort, Saint Leo the Great School is offering Geometry I to a few qualified students, in addition to their Algebra I class. This is a pilot program to determine if the gifted mathematic students can be placed in Algebra II as high school freshmen. The effectiveness of this program will be evaluated to determine if it will be continued.

For students with lower proficiency scores on the Terra Nova Standardized Test and/or who have been identified by their classroom teacher as having significant difficulties with math, a Basic Skills Program offered by Monmouth Ocean Educational Services Commission provides additional resources.

Saint Leo's also employs a Developmental Math Teacher to provide supplemental instruction to students in fourth through eighth grade, and paraprofessionals in kindergarten to fourth grade to provide students with extra in-class support and one-on-one tutoring as needed.

#### **4. Additional Curriculum Area:**

Saint Leo the Great's Science program is a motivating, hands-on approach using scientific inquiry and application. The comprehensive curriculum includes lessons in life, earth, and physical science. The most exciting component, however, is a dedicated lab that employs the scientific method and promotes active learning, alternate assessments, and problem solving opportunities for students beginning in kindergarten and continuing through eighth grade.

The fully equipped science lab is run under the direction of a dedicated teacher who coordinates science lessons with grade level teachers from kindergarten to 8th grade. Experiments and lab experiences are chosen to enrich and enhance core curriculum standards. As a result of our block scheduling, grades 5 through 8 can be actively engaged in deep and personalized learning for extended periods of time.

The seventh and eighth grades, in preparation for high school, receive a challenging and exciting curriculum that includes an introduction to Biology. The students' classroom instruction includes the Cornell Method of note taking, opportunities for collaborative learning, PowerPoint presentations, flip charts, interactive digital lessons, and hands-on experiments. They also compete in the Build a Futuristic City competition through Rutgers University, and are slated to participate in the Science Olympian Program. Additionally, the eighth grade students construct a DNA model as part of their curriculum as well as experience an on-site, hands-on DNA Experiment through the Rutgers Bus Program.

Science assessment is based on written lab reports, hands on projects, and portfolios. All classes, beginning with third grade, use microscopes to enhance their lessons. Middle school students conduct advanced labs pertaining to owl pellet, earthworm, and grasshopper dissections. The Science program also offers a look at present day science issues through current science magazine, newspapers, and the internet. Students are required to review and orally present monthly current event articles.

The Science program provides an in-depth curriculum that promotes student-centered practice and the acquisition of critical skills, making it both an enjoyable and exciting learning experience.

## **5. Instructional Methods:**

Saint Leo the Great School's faculty recognizes that not all children learn the same way or at the same rate. Based on this knowledge, the ultimate goal of each teacher is to provide a learning environment that maximizes a student's success.

Teachers use a variety of teaching strategies that give a student multiple options for taking in information and making sense of ideas. Each teacher uses whole class and small group flexible grouping and peer tutoring. Students with specific learning styles are frequently grouped for instruction. Teachers model instruction for students, work cooperatively in pairs or small groups to complete activities, and encourage independent practice.

Small flexible groupings are utilized during a common block period. Throughout this period, the classroom teacher, paraprofessional, and seventh and eighth grade literacy coaches differentiate instruction for remediation or challenge activities to meet the needs of all children. Center activities are planned based upon instructional level and incorporate concrete and abstract thinking to engage the various learning modalities for children.

Teachers in grades 2 and 3 have the option of recommending students, based on teacher assessments, recommendations, and standardized test scores when available, to participate in a multi-level Language Arts class. This instruction allows those students to engage in authentic learning in heterogeneous groups while at the same time benefiting from an intensive and individualized learning environment to address and enhance reading proficiency including decoding, fluency, comprehension, and/or writing. A multi-age class presents students with many positive experiences. The students work at a rate and with materials best suited to their needs. The goal of the Flex Program is to personalize the needs of all learners and enable participants to transition back into their appropriate grade level the following year.

Students in the upper grades, 5 to 8, follow a block schedule. This type of scheduling creates an eighty-minute period of time for instruction and learning. The block schedule allows teachers to vary teaching strategies more often. Instruction is designed to have students work in cooperative groups.

Classroom teachers closely monitor the progress of all children during direct and independent practice. As a result, varying means of students' assessment are included to measure authentic learning. Assessment techniques include portfolios, rubrics, and performance based assessment. By reviewing students' progress each day, teachers are able to plan and re-teach concepts to students that need further assistance while providing extension activities for more advanced students.

## **6. Professional Development:**

The school's professional development goals are intended to promote the development of a better understanding of integrating the use of technology, strengthening writing skills, and implementing differentiated instruction. Professional development is provided through a variety of contexts depending on the specific topic. It may be building based, Diocesan based, or community based. Some examples include grade level meetings, community and school resources, and guest speakers.

Student learning goals focus on the social and academic growth for all students. The professional development is driven by these specific goals, which helps to facilitate and promote student achievement and success. Professional development opportunities will better inform educators about differentiated instruction, how it is implemented in the classroom, and how to adapt to a constantly changing environment while keeping students engaged in meaningful learning. Other technology workshops will

provide further training on the capabilities of technology tools (including the Promethean board) and leveled curriculum planning.

Saint Leo the Great's Professional Development Plan also encourages collegiality. The surveys of teacher-requested professional development topics indicate a great interest in department-level and grade-level articulation and leveled curriculum planning. The school currently requires teachers who utilize outside professional development resources to present their colleagues with an informational response to the following questions: What was covered at the workshop? How it can be applied to the school? Would you recommend this or a similar workshop to other teachers in our school? During the next scheduled faculty meeting, the teacher presents the material and, as a group, faculty assesses each professional development resource presented. Additionally, evaluation forms are distributed and collected for school wide professional development in an effort to provide feedback for future planning. Teachers are provided with formatted surveys to identify patterns and trends over an extended period of time. Staff focus groups also supply the school based professional development committee with additional information.

## **7. School Leadership:**

The Administration believes in empowering students, teachers, and parents to invest in the challenging work of affording every student opportunities to succeed. Accomplishing this requires a passion and a vision for success that is shared by the community that calls itself Saint Leo the Great.

Relationship building is crucial to promoting a shared vision. The Principal's passion for providing individualized instruction in a caring environment is continually shared with all stakeholders. Teachers are encouraged to collaborate with each other and to share their ideas and expertise. This common vision unites the faculty and encourages an atmosphere of collegiality where plans, interests, and concerns are easily shared and always considered.

The students, too, are very familiar with the shared vision of success. The motto "Take care of ourselves, each other, and this place" is often used by the Administration and faculty alike, to express the relationship among all members of the Saint Leo the Great School community. Living successful and meaningful lives depends on choosing the right path for ourselves, treating others with regard, and respecting this school and this planet. It is a vision which can easily be witnessed as eighth grade students walk into Mass with their Kindergarten "buddies," or as upper classmen work as literacy coaches with younger students.

A shared vision also depends on an open relationship with parents, and an understanding of the vital role of parents in their children's education. The Principal works closely with the Parent Teacher Association to plan events which extends the "family" relationship to beyond the school walls. Parent participation is always welcome at fund-raising events, to enhance classroom enrichment, and of course, at activities which celebrate our students' accomplishments.

The Principal's vision of a school community where students are educated in a nurturing, caring environment is realized each day at Saint Leo the Great School. The collaborative relationship among teachers, students, parents, and administration creates an environment in which the vision of individual success can be realized.

# 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>\$4872</u>	<u>\$4872</u>	<u>\$4872</u>	<u>\$4872</u>	<u>\$4872</u>	<u>\$4872</u>
K	1st	2nd	3rd	4th	5th
<u>\$4872</u>	<u>\$4872</u>	<u>\$4872</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) \$5553

5. What is the average financial aid per student? \$0

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? 1%

# PART VII - ASSESSMENT RESULTS

## NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: Terra Nova

Edition/Publication Year: 2 (2006-2009) / 3 (2009-2011)

Publisher: CTB/McGraw-Hill

Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	86	84	76	79	87
Number of students tested	52	54	52	53	58
Percent of total students tested	91	92	95	88	95
Number of students alternatively assessed	5	5	3	7	3
Percent of students alternatively assessed	9	8	5	12	5
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
Terra Nova 2nd Edition was used for 2006-2007, 2007-2008 and 2008-2009 Terra Nova 3rd Edition was used for 2009-2010 and 2010-2011					

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## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: Terra Nova

Edition/Publication Year: 2 (2006-2019) / 3  
(2009-2011)

Publisher: CTB/McGraw-  
Hill

Scores reported as:  
Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	85	83	69	68	74
Number of students tested	52	54	52	53	58
Percent of total students tested	91	92	95	88	95
Number of students alternatively assessed	5	5	3	7	3
Percent of students alternatively assessed	9	8	5	12	5
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
Terra Nova 2nd Edition was used for 2006-2007, 2007-2008 and 2008-2009 Terra Nova 3rd Edition was used for 2009-2010 and 2010-2011					

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## NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: Terra Nova

Edition/Publication Year: 2 (2006-2009) / 3  
(2009-2011)

Publisher: CTB/McGraw-  
Hill

Scores reported as:  
Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	77	79	73	80	78
Number of students tested	57	56	49	55	52
Percent of total students tested	92	95	88	95	96
Number of students alternatively assessed	5	3	7	3	2
Percent of students alternatively assessed	8	5	12	5	4
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
Terra Nova 2nd Edition was used for 2006-2007, 2007-2008 and 2008-2009 Terra Nova 3rd Edition was used for 2009-2010 and 2010-2011					

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## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: Terra Nova

Edition/Publication Year: 2 (2006-2009) / 3  
(2009-2011)

Publisher: CTB/McGraw-  
Hill

Scores reported as:  
Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	82	70	77	81	82
Number of students tested	57	56	49	55	52
Percent of total students tested	92	95	88	95	96
Number of students alternatively assessed	5	3	7	3	2
Percent of students alternatively assessed	8	5	12	5	4
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
Terra Nova 2nd Edition was used for 2006-2007, 2007-2008 and 2008-2009 Terra Nova 3rd Edition was used for 2009-2010 and 2010-2011					

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## NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: Terra Nova

Edition/Publication Year: 2 (2006-2009) / 3  
(2009-2011)

Publisher: CTB/McGraw-  
Hill

Scores reported as:  
Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	77	76	77	77	80
Number of students tested	51	47	57	52	44
Percent of total students tested	89	84	93	93	88
Number of students alternatively assessed	6	9	4	4	6
Percent of students alternatively assessed	11	16	7	7	12
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
Terra Nova 2nd Edition was used for 2006-2007, 2007-2008 and 2008-2009 Terra Nova 3rd Edition was used for 2009-2010 and 2010-2011					

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## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: Terra Nova

Edition/Publication Year: 2 (2006-2009) / 3  
(2009-2011)

Publisher: CTB/McGraw-  
Hill

Scores reported as:  
Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	74	75	83	84	87
Number of students tested	51	47	57	52	44
Percent of total students tested	89	84	93	93	88
Number of students alternatively assessed	6	9	4	4	6
Percent of students alternatively assessed	11	16	7	7	12
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
Terra Nova 2nd Edition was used for 2006-2007, 2007-2008 and 2008-2009 Terra Nova 3rd Edition was used for 2009-2010 and 2010-2011					

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## NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 6

Test: Terra Nova

Edition/Publication Year: 2 (2006-2009) / 3  
(2009-2011)

Publisher: CTB/McGraw-  
Hill

Scores reported as:  
Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	81	78	80	85	70
Number of students tested	50	56	52	41	61
Percent of total students tested	85	93	93	89	95
Number of students alternatively assessed	9	4	4	5	3
Percent of students alternatively assessed	15	7	7	11	5
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
Terra Nova 2nd Edition was used for 2006-2007, 2007-2008 and 2008-2009 Terra Nova 3rd Edition was used for 2009-2010 and 2010-2011					

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## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 6

Test: Terra Nova

Edition/Publication Year: 2 (2006-2009) / 3  
(2009-2011)

Publisher: CTB/McGraw-  
Hill

Scores reported as:  
Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	79	81	77	85	76
Number of students tested	50	56	52	41	61
Percent of total students tested	85	93	93	89	95
Number of students alternatively assessed	9	4	4	5	3
Percent of students alternatively assessed	15	7	7	11	5
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
Terra Nova 2nd Edition was used for 2006-2007, 2007-2008 and 2008-2009 Terra Nova 3rd Edition was used for 2009-2010 and 2010-2011					

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## NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 7

Test: Terra Nova

Edition/Publication Year: 2 (2006-2009) / 3  
(2009-2011)

Publisher: CTB/McGraw-  
Hill

Scores reported as:  
Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	86	85	88	79	70
Number of students tested	60	54	41	60	51
Percent of total students tested	94	88	89	92	89
Number of students alternatively assessed	4	7	5	5	6
Percent of students alternatively assessed	6	12	11	8	11
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
Terra Nova 2nd Edition was used for 2006-2007, 2007-2008 and 2008-2009 Terra Nova 3rd Edition was used for 2009-2010 and 2010-2011					

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## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 7

Test: Terra Nova

Edition/Publication Year: 2 (2006-2009) / 3  
(2009-2011)

Publisher: CTB/McGraw-  
Hill

Scores reported as:  
Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	78	79	86	80	80
Number of students tested	60	54	41	60	51
Percent of total students tested	94	88	89	92	89
Number of students alternatively assessed	4	7	5	5	6
Percent of students alternatively assessed	6	12	11	8	11
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
Terra Nova 2nd Edition was used for 2006-2007, 2007-2008 and 2008-2009 Terra Nova 3rd Edition was used for 2009-2010 and 2010-2011					

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## NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 8

Test: Terra Nova

Edition/Publication Year: 2 (2006-2009) / 3  
(2009-2011)

Publisher: CTB/McGraw-  
Hill

Scores reported as:  
Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	84	87	80	75	75
Number of students tested	59	42	61	50	62
Percent of total students tested	94	89	92	91	97
Number of students alternatively assessed	4	5	5	5	2
Percent of students alternatively assessed	6	11	8	9	3
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
Terra Nova 2nd Edition was used for 2006-2007, 2007-2008 and 2008-2009 Terra Nova 3rd Edition was used for 2009-2010 and 2010-2011					

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## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 8

Test: Terra Nova

Edition/Publication Year: 2 (2006-2009) / 3  
(2009-2011)

Publisher: CTB/McGraw-  
Hill

Scores reported as:  
Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	78	85	80	77	78
Number of students tested	59	42	61	50	62
Percent of total students tested	94	89	92	90	97
Number of students alternatively assessed	4	5	5	5	2
Percent of students alternatively assessed	6	11	8	10	3
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
Terra Nova 2nd Edition was used for 2006-2007, 2007-2008 and 2008-2009 Terra Nova 3rd Edition was used for 2009-2010 and 2010-2011					

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