

PART I - ELIGIBILITY CERTIFICATION

12PV41

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

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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: 5
5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	17	19	36
K	14	15	29		7	17	30	47
1	17	20	37		8	23	25	48
2	12	25	37		9	0	0	0
3	21	25	46		10	0	0	0
4	24	20	44		11	0	0	0
5	18	25	43		12	0	0	0
Total in Applying School:								367

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
3 % Asian
2 % Black or African American
5 % Hispanic or Latino
4 % Native Hawaiian or Other Pacific Islander
85 % White
1 % 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.	7
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	9
(3)	Total of all transferred students [sum of rows (1) and (2)].	16
(4)	Total number of students in the school as of October 1, 2010	381
(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: 6%
 Total number of students served: 21

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>3</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>9</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>9</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>1</u>
Classroom teachers	<u>18</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>1</u>	<u>13</u>
Paraprofessionals	<u>0</u>	<u>2</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>4</u>	<u>4</u>
Total number	<u>24</u>	<u>20</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%	95%	95%	96%	95%
High school graduation rate	0%	0%	0%	0%	0%

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:	<u>0</u>
Enrolled in a 4-year college or university	<u>0%</u>
Enrolled in a community college	<u>0%</u>
Enrolled in vocational training	<u>0%</u>
Found employment	<u>0%</u>
Military service	<u>0%</u>
Other	<u>0%</u>
Total	<u>0%</u>

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 Paul School (SPS) is located on the main thoroughfare of Historic Princeton, New Jersey in an area of high competition from both the public and private sectors. In 1850, Saint Paul's parish was established. The pastor opened the first Catholic school in Princeton in the basement of the church. That property was later sold, and the church and school were moved. In 1878, the Sisters of Mercy were asked by the pastor to administer the school and Religious Education programs as well as minister to the sick and indigent of the parish. A separate school building was erected in 1880. The current school, whose construction began in 1930, is on the foundation of that building. The school has grown to its present enrollment of approximately 370 students in grades K-8 who come from a diverse sending area. The facility expanded in 1998 with an addition that provided new office space, kindergarten classrooms, a beautiful library, and a computer lab. In 2005, a state of the art Science Lab facility was built. The entire school is networked with hard-wired and wireless internet access.

Conscious of the heritage of the past, and of the challenges of the 21st century, SPS strives to serve God by serving one another, students, parents/guardians, parish and the larger community of Faith. The school mission is to provide sound spiritual, moral/ethical, and social teachings in a safe environment of love and mutual respect. Students learn to cultivate respect for all, promoting fairness, tolerance, accountability, and compassion in the treatment of others in their daily lives. The experiences and activities provided will enable students to assume a value-centered role in society. The ultimate goal is to provide the highest quality education in a diverse educational environment that will empower children to develop their God-given talents.

SPS is proud to acknowledge its strengths and accomplishments which include community service, PTA, staff, educational programs, and extra-curricular activities. SPS students are committed to a ministry of service to the parish and broader community. Each year, students participate in monthly social justice projects which benefit Adopt-a-Family, Mount Carmel Guild, Trenton Area Soup Kitchen (TASK), a sister parish in Uganda, Cystic Fibrosis Research, HomeFront, and the Holy Childhood Association. SPS “walks the talk” by living its written mission everyday through the actions of the administration, teachers, parents and students.

SPS benefits from an extremely supportive PTA whose members actively volunteer to support the mission and programs of the school. Highly successful fundraising efforts have led to the purchase of various technology components which keep the school competitive while instructing the students in the use of 21st century tools.

A Middle States-accredited school, SPS employs a staff of approximately 30 teaching faculty, all of whom are state-certified, with over 50% holding advanced degrees and multiple certifications. This dedicated staff views their work as a ministry and takes pride in their craft. They embrace their role as educators charged with the responsibility of producing intellectually competent students who are open to continued growth. Special services for students are provided by Catapult Learning, including Compensatory Education, Supplemental Instruction, Speech Therapy, and Child Study evaluations.

The educational program at SPS is very rigorous and prepares students for academic excellence, due to a solid plan based on a common vision. SPS has placed first in four of the last six years at the Diocesan Scholastic Olympics, and continues its outstanding performance in the Trenton Catholic Academy Creativity Fair. SPS students score well on entrance exams to local private and parochial high schools. These accomplishments are due to the efforts of a dedicated faculty who implement a comprehensive curriculum, based upon both New Jersey Core Curriculum Content Standards and Diocesan guidelines, which addresses all physical, emotional, cognitive and academic needs of a developing child and adolescent. The K-5 educational program provides students with a solid foundation in all of the basic

academic areas. The 6th-8th grade program continues to build a solid academic foundation with more opportunities for divergent thinking. Extended care is provided to families before and after normal school hours.

Students at SPS enjoy a variety of activities in which they can explore and develop interests. The Saint Paul Athletic Committee (SPAC) oversees a vigorous athletic program that stresses good sportsmanship and teamwork. Clubs are facilitated by faculty and parents, and meet after school or during the school day on club day. The students develop leadership and public speaking skills as a result of these opportunities.

Through the collegial efforts and commitment of competent faculty members, administration, and dedicated parents, students will continue to grow in an environment of challenging academic standards and develop the skills needed for success in higher education and the workplace.

Because of the strong attributes mentioned above, SPS believes itself worthy of Blue Ribbon status, a prestigious tradition in American education.

1. Assessment Results:

Each year in March, Saint Paul School (SPS) administers CTB/McGraw-Hill's TerraNova Achievement Test to all students in grades 2 through 8. Grades 2, 4, 7 and 8 take the Complete Battery version. Grades 3, 5 and 6 are administered the Multiple Assessment version, which contains constructed-response items that ask students to formulate their own answers. This nationally norm-referenced test is mandated by the Diocese of Trenton and measures achievement in Reading, Language, and Mathematics. SPS also includes the Social Studies and Science components when testing grades 3 through 8. The TerraNova uses percentile ranks to report results that compare an individual student's performance with other students in the same grade nationally and locally. These results provide an overview of a student's academic progress, as well as the school's performance as a whole. The Second Edition was administered in 2007, 2008 and 2009. The Diocese upgraded to the Third Edition of the test in 2010, which included open-ended questions and is comprised of a greater portion of challenge questions (2/3 as opposed to 1/3 in the Second Edition). SPS also administers the TerraNova 3 InView section to all fourth and seventh grade students. The InView is a test which assesses cognitive ability. Performance levels reported are based on the National Percentile of the Mean Norm Curve Equivalent (NP of the MNCE). Performance levels exceed Blue Ribbon 85th School Percentile cutoff scores (Spring Column 2) in both Math and Reading in all grades tested. SPS exceeds Diocesan expectations as well. This level of proficiency satisfies a school goal each year.

Performance trends for TerraNova 3 NPMNCE results indicate all grades tested at SPS exceed U.S. Department of Education Blue Ribbon Schools Program cutoff scores in Reading. Grade 3 shows a general performance in the low to mid 80's, with a fluctuation in two of the five years reported possibly due to a change in student population and staff turnover. Cognitive ability variations in the student population were evident. A staff member was on extended medical leave and, until a long-term substitute was in place, consistency of instruction was affected. Objective reports are being examined to enhance curriculum and address challenges of the new test edition. Grade 4 performed consistently with the TerraNova 2 in the low to mid 80's. In the first year of TerraNova 3, there was a decline possibly due to the increase in challenge questions with the new edition. After reviewing objective reports, changes in curriculum and test preparation raised the scores in the second year of TerraNova 3. Grade 5 consistently scored in the low to mid 80's all five years. Grade 6 scores are in the mid to upper 80's, with an increase in 2010 attributed to a change in staff and reading series. Grade 7 performs consistently in the mid to upper 80's, which demonstrates a dynamic curriculum taught in a middle school departmental structure. Grade 8 scores, which are in the high 80's to low 90's, reflect the culmination of acquired skills as a result of the dynamic vertical curriculum in Reading and Language Arts. Total number of students in any subgroup did not exceed 9 for any grade level tested. Therefore, test scores have not been disaggregated for any subgroup.

Performance trends for TerraNova 3 NPMNCE results indicate all grades tested at SPS exceed U.S. Department of Education Blue Ribbon Schools Program cutoff scores in Math. Grade 3 again demonstrated a general performance in the mid 80's, with a fluctuation in the same 2 years as with Reading scores. These fluctuations could be attributed to a change in student population and staff turnover those years. Scores in grades 4 and 5 typically ranged from the high 70's to low 80's. The fourth grade scores were on an upward trend until the TerraNova 3 was administered in 2010 and 2011. The decrease in scores could be attributed to the change in test edition, which includes a higher quantity of challenge questions (2/3 as opposed to 1/3 in TerraNova 2). Objective reports are being reviewed to enhance the curriculum and modify instruction to address challenges with the new test edition. Students in grades 6 through 8 consistently scored in the mid to upper 80's, again demonstrating acquisition of skills from a challenging vertical curriculum taught in a middle school departmental structure. Total number of

students in any subgroup did not exceed 9 for any grade level tested. Therefore, test scores have not been disaggregated for any subgroup.

The fluctuation in scores in grades 3 through 5 can also be attributed to developmental growth in these years. Students in middle childhood years are moving from concrete to abstract thinking capabilities. These skills are acquired by the end of this stage, as is evidenced by the consistent improvement observed in grades 6 through 8. As they near adolescence, children master sequencing and ordering skills necessary for math. Reading and language skills also approach full development toward the end of this stage, which can impact all areas of study. Despite these fluctuations, SPS's test results consistently exceeded the 85th percentile cutoff scores as provided by the U.S. Department of Education Blue Ribbon Schools Program and Diocesan standards.

2. Using Assessment Results:

Saint Paul School uses TerraNova 3 test data as just one of many tools to monitor student progress. Tools such as class assignments and assessments also play an important part in measuring student achievement. The TerraNova 3 provides comprehensive information about individual, group, and school performance. Saint Paul School receives test results around the end of April each year. The Assessment Summary reports, comprised of four parts, provide valuable information regarding proficiency levels and the Objectives Performance Index (OPI). The following information is taken from the "Guide to the Assessment Summary." Part 1 of the Assessment Summary shows the distribution of student scores by content area with national quartiles. Part 2 of the Assessment Summary provides various mean scores, standard deviations, and information related to local percentiles and quartiles. It also shows the number and percent of SPS students within each of the four National Quarters. Teachers identify individual student objectives that show the need for improvement which will move the student into the next highest quarter. Part 3 of the Assessment Summary provides an analysis of Saint Paul School's performance on objectives by grade. Local average performance and national performance are provided in terms of the OPI. The OPI is an estimate of the number of items that a student could be expected to answer correctly if there had been 100 items for that objective. This information makes it easy to compare SPS students' performance to the performance of other students nationwide. Part 4 of the Assessment Summary is the Proficiency Report. This includes 5 levels of proficiency, with levels 4 and 5 achieving "proficiency" and levels 1-3 showing "partial proficiency." Performance levels are based on grade groups. The grade groups for SPS reported test scores are as follows: Grades 3-5 form the Elementary Grade Group; Grades 6-8 form the Middle School Grade Group. According to TerraNova 3 documentation, it is expected that most Saint Paul School students will fall in Levels 2 or 3 in Grade 3, with a goal to reach Levels 4 or 5 by the end of grade 5 in the Elementary Grade Group. It is desirable that the percentage of Saint Paul Students increases in the "Proficiency" category, while the percentage in the "Partial Proficiency" category decreases. The same trend is expected of the Middle School Group. SPS students have demonstrated consistent improvement in the proficiency levels within Grade Groups and overall as they approach grade 8. The Assessment Summary allows Saint Paul School to compare local performance of its students to national performance across content areas. The Group List Report is divided into 2 parts. Part 1 gives a variety of norm-referenced scores for each group. Part 2 includes individual scores for each student. Students' strengths and needs in each content area can be ascertained from this information.

In conjunction with students' classroom performance, SPS uses the information in the Assessment Summary to identify areas where students require remediation. The SPS Academic Committee reviews data from the Assessment Summary Objectives Report Part 3, with a concentration on OPI differential, to identify areas of strength and areas that can be improved in the curriculum. It is desirable that there be a positive OPI differential which demonstrates that students are performing above expectations. SPS faculty utilizes data from the group objective report to plan general instructional strategies. Teachers also refer to individual student objective reports to focus on specific areas of need. Meetings in May and August allow staff from previous and current school years to collaborate on strategies which will drive the curriculum and differentiate instruction to ensure each student's success.

The TerraNova 3 provides a Home Report which is distributed to each student's family. SPS group performance is presented to the School Board, which is comprised of chairpersons from each of the strategic planning committees including the Academic Committee. In addition, a presentation is made to the PTA Executive Board regarding general school performance.

3. Sharing Lessons Learned:

Saint Paul School has established a good rapport with its sister schools in the Diocese of Trenton. Faculty members willingly share successful strategies with peers at Diocesan curriculum meetings and professional development workshops. The Diocesan Department of Catholic Schools supports this ongoing collaboration by scheduling annual meetings in each content area. In addition, SPS has established Professional Learning Communities (PLCs) where teachers can meet to discuss strategies in their grade levels or areas of interest. These strategies are communicated to peers at faculty meetings. Administrators in the Diocesan schools meet monthly to discuss strategies and concerns. The administrators work together to assist one another, always keeping in mind that their efforts work towards the improvement of student learning. Administrators and teachers, with the guidance of the Department of Catholic Schools, keep current on new technologies and strategies by sharing success stories. SPS has hosted several workshops in the community to share their satisfaction with successful programs, such as Junior Great Books and Collins Writing Program. Newsletters are published regularly which highlight SPS achievements, successful programs, works in progress, and technology initiatives. SPS provides the parish community with weekly updates on scholastic achievements and events. Each winter, SPS students present their completed science fair projects, culminating months of experimentation and the application of the scientific method. SPS students share their artistic talents by presenting a spring Art and Music Exhibition. Various art projects are on display for viewing by school families. The musical talents of SPS students are also demonstrated during the concert portion of the exhibit. The SPS Marketing Committee is dedicated to keeping the surrounding community aware of school achievements. Local newspapers, email blasts, and open houses are just some of the methods employed by the committee. The parent community is instrumental in promoting SPS to their neighbors and friends, which is a valuable asset in maintaining or expanding enrollment. If awarded Blue Ribbon status, SPS would gladly share this achievement with our Diocesan and neighboring communities.

4. Engaging Families and Communities:

Saint Paul School is successful in working with families and community members to further student success. Community outreach is a priority for the school community. Collaboration with parish families provides many opportunities for students to engage in social justice projects. The parish community also financially supports the school with tuition assistance programs which allow students of struggling families to attend SPS. Because of its convenient location in the heart of Princeton, SPS utilizes the many cultural resources available. These resources include McCarter Theater, Princeton Symphony Orchestra's Bravo Program, Cotsen Library Program, and the Princeton University Art Museum. SPS is afforded access to the Princeton Public Library's resources and programs. The SPS PTA plays an integral part in the success of its students. Parents are invited to share their professional expertise through classroom presentations and participation on strategic planning committees in their field. Funds are provided for educational assemblies and visiting resource programs such as Rutgers Science Bus, Sunjata Dance Troup (McCarter Theater), and wildlife assemblies. Parents also volunteer to oversee clubs that enable students to explore extra-curricular interests. Teachers carefully select field trips that have educational value, providing students with "hands-on" learning. Some of these trips include Howell Farm, The Stony Brook Watershed, New York Metropolitan Museum of Art, Liberty Science Center, the Franklin Institute, Medieval Times, and the annual 8th grade trip to Washington, D.C.. Students are challenged by participation in local and national competitions including the Trenton Times Spelling Bee, Johns Hopkins Talent Search, Trenton Catholic Academy Scholastic Olympics and Creativity Fair, and the Princeton University Martin Luther King Essay Contest. Saint Paul School provides additional support for students with emotional, academic, and health related needs. The Student Assistance Committee (SAC) meets regularly to discuss teacher and parent referrals and makes recommendations to address individual needs

to allow for their success. The SAC consists of the Principal, Vice Principal, School Nurse, School Counselor, and Resource Teacher. The committee strives to provide a safe and secure atmosphere for all students. Catapult Learning provides PL 192/193 services to SPS students. These include Speech, Compensatory Education, Supplemental Instruction, and Child Study Team evaluation. TerraNova scores are also used to qualify students for Compensatory Education services. Faculty members maintain communication with families via email, individual conferences, and progress reports to provide parents with information on student progress.

1. Curriculum:

Saint Paul School has a rigorous academic program with emphasis on educating the whole child. Many opportunities for spiritual, emotional, and physical growth are available. In kindergarten through second grade, classes are self-contained in heterogeneous groups. In grades 3-5, students are gradually introduced to an environment where classes are taught by more than one teacher. Organizational skills and appreciation of multiple teaching styles develop during these years. Students in grades six through eight are departmentalized and run on an “Upper School” schedule. This year, SPS introduced a “Flex Day” schedule to provide students in grades 6-8 the opportunity for additional individualized instruction. The Collins Writing and Junior Great Books Programs are implemented in grades one through eight. SPS’s curriculum is designed to meet and exceed the Trenton Diocesan and New Jersey Core Curriculum Content Standards for Education. Class sizes are small and provide for individual attention and active learning experiences. SPS’s academic goals enable every student to continuously grow in knowledge and understanding of each discipline. The ultimate goal is to enable students to become independent learners and thinkers who can apply what they have learned to real-life situations. SPS’s traditional core curriculum is based in Religion, Integrated Language Arts, Mathematics, Science and Social Studies. Enrichment and remediation are provided in Math and English/Language Arts. The Integrated Language Arts program emphasizes a strong phonics foundation in the early grades, provides a balance of fiction and non-fiction reading selections, and maintains a commitment to classic literature. Writing specialists work with students in grades 3-8 on a one-to-one basis. The Mathematics program emphasizes problem-solving and introduces the student to critical and analytical thinking, a pre-requisite for future studies. The SPS Social Studies program incorporates Geography, History, and Civics from the earliest recorded history through the beginnings of the 21st century. Coupled with an emphasis on current global issues, this approach increases students’ awareness and understanding of themselves in a global society. Students participate in hands-on laboratory experiments, under the supervision of a dedicated science lab teacher, which extend their knowledge of scientific concepts learned. The Religious Education program at SPS is a solid one that proclaims the goodness of God and centers on Christ. The curriculum flows from Scripture and presents Catholic doctrine in a way that nurtures faith, hope, and love in students and prepares them for Christian leadership. Students are actively involved in prayer, liturgical experiences, and social responsibilities. The Religion program guides students to an understanding of the complex moral issues they will face as adults. The basic curriculum is extended by enrichment classes in Art, Computer Science, Library Skills, Music, Physical Education/Health, and World Language. SPS is in compliance with the program’s foreign language requirements. Students in grades K-5 receive 45 minutes of Spanish instruction per week, exceeding the CAPE standard. Students in grades 6-8 are on a modified block schedule. They receive Spanish instruction three days a week for an entire trimester. Each class is 45 minutes in length. This also exceeds the CAPE standard. The Academic Committee has incorporated a Fine Arts objective within the Strategic Plan to formalize the program. The committee bi-annually tracks all extra-curricular events to ensure equal distribution of experiences amongst all grade levels. Technology is integrated across all grade levels and content areas. SPS hosts a “High School Awareness Day” for students in grades 7 and 8 to discuss their future academic and career goals with admissions directors from area high schools. Parent volunteers are invited to visit the school to present information relevant to their varied careers.

2. Reading/English:

Students learn to read through third grade. After third grade, students read to learn. Early years of literacy focus on phonics, fluency, and comprehension. SPS students learn to predict, ask questions, visualize, make connections, and summarize. These skills are necessary for literacy development. SPS integrates reading and writing in its curriculum, as they are integral components in language development. The Journeys Reading Program has been implemented due to its comprehensive literacy focus. Components

include guided reading, phonics development, vocabulary development, differentiated lessons, digital content, and multiple assessments. The Collins Writing Program is articulated in grades 1-8, supporting the school's dedication to the improvement of writing skills across the curriculum. Students are taught to capture ideas, respond, edit, peer edit, and publish. Students maintain a writing portfolio and refer to previous writing assignments to expand upon acquired skills. The Collins Writing Program requires students to learn how to write in a variety of styles. Students submit compositions, essays, stories, research papers, write in a daily journal, make oral presentations, and assume leadership speaking roles. Individualized writing enrichment is provided to students in grades 3-8. Junior Great Books, which incorporates the Shared Inquiry Socratic Method, is implemented K-8 at SPS. Guided reading and interpretive reading techniques, vocabulary acquisition, speaking and listening skills, and critical thinking skills are expected results from this program which coincides with curriculum standards. As SPS students enter grades 6-8, supplemental basal readers and other literature are utilized to expand the exposure to various genres. Latin Roots, also utilized in grades 6-8, is a supplemental program which enhances vocabulary development and awareness. Reading remediation is provided for students in grades 1 and 2 to assist with early skill development in children requiring extra practice. After second grade, SPS students receive help on an as-needed basis. Teachers differentiate instruction to challenge students in all grades.

3. Mathematics:

The Saint Paul School Math curriculum emphasizes concepts of computation, logic, number relations, measurement, geometry, and problem solving. Primary grades focus on the building blocks essential for continued success in mathematics. Students move through basic facts, measurement, fractions, patterns and sequences, decimals, pre-algebra, and algebra. Critical thinking is emphasized in problem solving. The Collins Writing Program is horizontally and vertically articulated throughout the SPS curriculum. Students are asked to write in math journals, describing in their own words the concepts learned on a specific day. Teachers in grades K-8 differentiate instruction to address the multiple achievement levels present in their classrooms. Lessons include cooperative learning, the use of manipulatives, and technology enhancements to engage the students. Textbooks are supplemented with additional resources. Students participate in activities that mimic real-world scenarios to help with the application and retention of skills. These activities include projects dealing with banking, stock market analysis, and retail store practices. Students who perform below grade level in the upper school are provided small group instruction. SPS offers Algebra 1 to all students who qualify. TerraNova scores, classroom performance, and teacher recommendation are factors which determine placement. In grades 3-5, a dedicated math enrichment teacher works with students who perform above grade level, which allows the classroom teacher to provide more individualized instruction. TerraNova scores and teacher recommendations are used to identify students needing remediation. Resources are provided to these students on an as-needed basis. Curriculum is vertically articulated according to Diocesan and NJCCS Standards. All math teachers collaborate to facilitate transition from year to year, sharing successful strategies and special needs. There is a Professional Learning Community (PLC) dedicated to improving upon the transition of students from the elementary group (grades K-5) to the middle school group (grades 6-8). Teachers are examining TerraNova scores, classroom assessments, textbooks, and supplemental resources to ensure a smooth transition from concrete to abstract thinking for SPS students.

4. Additional Curriculum Area:

One of Saint Paul School's goals is to provide students with "hands-on" activities and relate concepts to real-life scenarios. An objective was added to the SPS Strategic Plan which included the construction of a dedicated Science Laboratory facility. In 2005, this objective was met. Budgetary provisions were made for a part-time Science Laboratory teaching position. This teacher's role is to work in conjunction with classroom science teachers in grades 3-8 to enhance the science curriculum with experiments that provide students with opportunities to apply concepts learned. In addition, the lab teacher helps coordinate the annual Science Fair held each winter. Students in grades 5-8 exhibit their work through verbal and visual presentations, highlighting their findings using the scientific method. The Science Fair is attended by school families. The recent addition of a WeatherBug weather station provides SPS students with on-site

weather data, along with interactive lessons using the WeatherBug Achieve web-based software. Field trips and on-site visitations supplement the science curriculum. The Rutgers Science Bus visit gives students in grades 6-8 the unique opportunity to perform experiments with laboratory scientists from Rutgers University that coincide with a particular topic in their curriculum. Experiments dealing with Matter, Marine Ecology, DNA/Genetics, Petroleum and Oil Exploration, Anthropology, and Micro-Biology are presented at grade level, relating concepts to current practices and theories. Princeton University has also afforded our students the opportunity to visit and work with their scientists. Field trips that stress social responsibilities in ecology teach SPS students their role in maintaining a safe living environment. For example, a recent trip to the Stony Brook Watershed showed students in grade 6 where water is gathered for human consumption and the delicate balance in nature that must be maintained to ensure water is not contaminated. Students learned what practices they could use to help keep the environment healthy. This very important curricular component helps SPS fulfill its school mission to provide sound spiritual, moral/ethical, and social teachings where students learn to cultivate respect for all, promoting fairness, tolerance, accountability, and compassion in the treatment of others in their daily lives. The Scientific Method is a vehicle for the acquisition and application of essential life skills. Students learn to ask questions, do research, hypothesize, test, analyze, and reach conclusions. The experiences and activities provided through the enhanced science curriculum will enable students to assume a value-centered role in a global society.

5. Instructional Methods:

Saint Paul School uses a variety of strategies and programs to meet the needs of all students, whether performing at, below, or above grade level. Students are offered a wide range of options to demonstrate proficiency, including oral presentations, artistic renderings, traditional tests, portfolios, drama or role play, and written compositions. Lessons are comprised of direct instruction, cooperative learning, and/or learning centers, allowing for whole or small group instruction. Students performing above grade level in grades 3-5 are challenged by a dedicated math enrichment teacher. In grades 6-8, students who qualify can take Algebra 1. Students performing below grade level are offered remediation through in-class support and small group instruction, provided by a resource teacher or specialist. Students who qualify receive supplemental, compensatory education, and/or speech services provided by Catapult Learning. Accommodations specified in individual service plans are made by teachers. The writing portion of the Language Arts curriculum is supplemented by one-on-one consultations with dedicated writing teachers in grades 3-8. The writing teachers work closely with the classroom teachers to ensure consistency of instruction to fulfill common goals. The “upper school model” at SPS has improved student achievement. Consistency in instruction from year to year, along with staff content specialty, has made this achievement possible. SPS has dedicated a great deal of resources to the acquisition and implementation of technology across the curriculum. The addition of a computer lab, mobile laptop and iPad carts, building-wide internet connectivity, interactive whiteboards, and web and digital text resources has greatly enhanced student learning. For example, SPS grade 4 students use educational WikiSpaces to hold book discussions, with their comments highlighted in class literature circles. Some teachers record lessons with flip cameras and post the lessons on their class websites to reinforce lessons. Apple iPad2 applications are being introduced to engage students with user-friendly, dynamic representations that demonstrate concepts in the curriculum. Interactive whiteboards, using Easiteach software, enable teachers to keep students engaged by providing visual reinforcement and “hands-on” activities. Guest readers and presenters from SPS parents and surrounding community resources are also used to supplement instruction. For example, to celebrate Dr. Seuss’ birthday, parents can visit a class and read any story in his anthology. Recently, a parent in the U.S. Army, stationed in Afghanistan, spoke to upper school students about military service. He presented images via PowerPoint, which gave the students an appreciation for the sacrifice of the U.S. military.

6. Professional Development:

Saint Paul School’s Professional Development Committee (PDC) creates and oversees the school’s professional development plan. The plan outlines specific school-wide goals, as identified through teacher

surveys and strategic planning committee input. Objectives and strategies are included to measure progress and success. Budgetary resources are allocated for staff development. Each teacher is allowed to attend two workshops of their choice, with administration approval. Teachers have been invited to attend workshops provided by Princeton University's Teachers as Scholars program. These workshops afford teachers the opportunity to participate in round table discussions with other professionals on topics relative to their specific grade level or content area. In addition, four days are built into the school calendar for staff development. Workshops that address school-wide initiatives are held on these days to meet the objectives laid out in the SPS professional development plan. Technology integration, Junior Great Books, Collins Writing Program, differentiated instruction and assessment, and TerraNova test data interpretation and usage are examples of recent workshops presented to SPS staff. Teachers were able to work one-on-one with Junior Great Books and Easiteach Interactive Whiteboard software presenters within their classroom settings. This provided valuable insights on specific applications relevant to individual needs. Teachers were in-serviced by the Associate Superintendent of Catholic Schools from the Diocese of Trenton on how to interpret TerraNova 3 test data and how to apply these interpretations to improve student performance. The creation of Professional Learning Communities (PLCs) has increased professional dialogue and affords SPS teachers time to collaborate on topics of their choice and apply strategies in their classrooms. These strategies are shared with peers. A presenter from Rutgers University provided an introductory workshop on iPad2 usage in the classroom. SPS plans to bring the presenter back at a later date to provide more individualized instruction for classroom application. The incorporation of iPads, interactive whiteboards and other technology components has positively impacted student engagement. Differentiation of instruction and assessment has provided students with diverse methods of demonstrating proficiency. The Junior Great Books and Collins Writing Program initiatives have had a positive impact, as especially demonstrated by the TerraNova scores in grades 6-8. It is anticipated that increased professional dialogue and sharing of successful strategies will continue to positively influence student achievement.

7. School Leadership:

St. Paul School is a parish Catholic K-8 elementary school in the Diocese of Trenton. As such it follows the guidelines and policies of the Diocese of Trenton Department of Catholic Schools. The school principal actively participates in Diocesan committees and professional development.

The school is administered by a full-time Principal assisted by a part-time Vice Principal. SPS administrators report to the parish Pastor. The school's leadership is assisted by a board of limited jurisdiction, comprised of nine members in addition to the Pastor, Principal, and Vice Principal. No more than three members can be current school parents. Members may serve up to two three-year terms. The Executive committee sets the board agenda and is comprised of the Chair, Vice Chair, Principal, and Pastor.

In the 2011-2012 school year, a part-time Director of Admissions and Advancement was added to assist with the admissions process and to identify ways to best access grants and donor funds to augment and expand curricular programs.

The school board has primary responsibility for Finance, Marketing, Advancement, and Facilities with advisory capacity for Academics, Administration, and Catholic Identity. Each area's strategic planning committee includes representation from the faculty and parent community. Since 2000, SPS has used the strategic planning process to foster growth and innovation. Each school board member chairs or participates in one of the committees. Members are selected based on an expertise in the committee area. The Principal actively participates in all committees. The strategic plan is evaluated on an ongoing basis. The current plan was last revised February 2011 and projects through to 2014. Additions and revisions are made at the end of each academic year.

The Principal and Vice Principal oversee the academic program. The administration of SPS bases its philosophy on building a collaborative community of learning, focused on developing integrity,

intellectual curiosity, and civic engagement for all learners. Faculty advice is engaged in planning professional development and developing new academic programs. The school administration reviews and integrates formal and informal assessment to establish and meet the needs of all learners in reaching their full potential. Based on such data, advanced math and expanded writing resources were implemented for grades 3-5 in the 2011-2012 school year.

The administration has also implemented an online lesson planning tool that allows faculty to reference state and diocesan standards, share plans, align with Bloom's Taxonomy, and incorporate multiple intelligences.

PART VI - PRIVATE SCHOOL ADDENDUM

12PV41

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>\$4836</u>	<u>\$4136</u>	<u>\$4136</u>	<u>\$4136</u>	<u>\$4136</u>	<u>\$4136</u>
K	1st	2nd	3rd	4th	5th
<u>\$4136</u>	<u>\$4136</u>	<u>\$4136</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) \$5520

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

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

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 10%

PART VII - ASSESSMENT RESULTS

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: Terra Nova

Edition/Publication Year: 2nd ed/2001; 3rd ed/2008

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
SCHOOL SCORES					
Average Score	72	85	88	78	83
Number of students tested	47	42	24	46	41
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
2006-07 - Terra Nova 2nd Edition; Form C; Norm Date 2000; Published 2001 (235 Students) 2007-08 - Terra Nova 2nd Edition; Form C; Norm Date 2000; Published 2001 (224 Students) 2008-09 - Terra Nova 2nd Edition; Form C; Norm Date 2000; Published 2001 (220 Students) 2009-10 - Terra Nova 3rd Edition; Form G; Published 2008 (213 Students) 2010-11 - Terra Nova 3rd Edition; Form G; Published 2008 (251 Students) Total number of students in any subgroup does not equal 10 in any grade level. Also, test results are not reported by ethnic group.					

12PV41

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: Terra Nova

Edition/Publication Year: 2nd ed/2001; 3rd ed/2008

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
SCHOOL SCORES					
Average Score	76	83	85	78	84
Number of students tested	47	42	24	46	41
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
2006-07 - Terra Nova 2nd Edition; Published 2001; Norm Date 2000 (235 Students) 2007-08 - Terra Nova 2nd Edition; Form C; Norm Date 2000; Published 2001; (224 Students) 2008-09 - Terra Nova 2nd Edition; Form C; Published 2001; (220 Students) 2009-10 - Terra Nova 3rd Edition; Form G; Published 2008; (213 Students) 2010-11 - Terra Nova 3rd Edition; Form G; Published 2008; (251 Students) Total number of students does not equal 10 in any subgroup in any grade level. Also, test results not reported by ethnic group.					

12PV41

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: Terra Nova

Edition/Publication Year: 2nd ed/2001; 3rd ed/2008

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
SCHOOL SCORES					
Average Score	73	76	83	81	78
Number of students tested	43	26	44	45	39
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
2006-07 - Terra Nova 2nd Edition; Form C; Norm Date 2000; Published 2001 (235 Students) 2007-08 - Terra Nova 2nd Edition; Form C; Norm Date 2000; Published 2001 (224 Students) 2008-09 - Terra Nova 2nd Edition; Form C; Norm Date 2000; Published 2001 (220 Students) 2009-10 - Terra Nova 3rd Edition; Form G; Published 2008 (213 Students) 2010-11 - Terra Nova 3rd Edition; Form G; Published 2008 (251 Students) Total number of students does not equal 10 in any subgroup for any grade level. Also, test results are not reported by ethnic group.					

12PV41

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: Terra Nova

Edition/Publication Year: 2nd ed/2001; 3rd ed/2008

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
SCHOOL SCORES					
Average Score	79	73	84	84	81
Number of students tested	43	26	44	45	39
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
2006-07 - Terra Nova 2nd Edition; Norm Date 2000; Published 2001 (235 Students) 2007-08 - Terra Nova 2nd Edition; Form C; Norm Date 2000; Published 2001; (224 Students) 2008-09 - Terra Nova 2nd Edition; Form C; Norm Date 2000; Published 2001; (220 Students) 2009-10 - Terra Nova 3rd Edition; Form G; Published 2008; (213 Students) 2010-11 - Terra Nova 3rd Edition; Form G; Published 2008; (251 Students) Total number of students does not equal 10 in any subgroup in any grade level. Also, test results not reported by ethnic group.					

12PV41

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: Terra Nova

Edition/Publication Year: 2nd ed/2001; 3rd ed/2008

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
SCHOOL SCORES					
Average Score	76	76	83	79	82
Number of students tested	33	33	44	37	42
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
2006-07 - Terra Nova 2nd Edition; Form C; Norm Date 2000; Published 2001 (235 Students) 2007-08 - Terra Nova 2nd Edition; Form C; Norm Date 2000; Published 2001 (224 Students) 2008-09 - Terra Nova 2nd Edition; Form C; Norm Date 2000; Published 2001 (220 Students) 2009-10 - Terra Nova 3rd Edition; Form G; Published 2008 (213 Students) 2010-11 - Terra Nova 3rd Edition; Form G; Published 2008 (251 Students) Total number of students does not equal 10 in any subgroup for any grade level. Also, test results are not reported by ethnic group.					

12PV41

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: Terra Nova

Edition/Publication Year: 2nd ed/2001; 3rd ed/2008

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
SCHOOL SCORES					
Average Score	80	80	87	82	85
Number of students tested	33	33	44	37	42
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
2006-07 - Terra Nova 2nd Edition; Norm date 2000; Published 2001 (235 Students) 2007-08 - Terra Nova 2nd Edition; Form C; Norm Date 2000; Published 2001 (224 Students) 2008-09 - Terra Nova 2nd Edition; Form C; Norm Date 2000; Published 2001; (220 Students) 2009-10 - Terra Nova 3rd Edition; Form G; Published 2008; (213 Students) 2010-11 - Terra Nova 3rd Edition; Form G; Published 2008; (251 Students) Total number of students does not equal 10 in any subgroup in any grade level. Also, test results not reported by ethnic group.					

12PV41

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 6

Test: Terra Nova

Edition/Publication Year: 2nd ed/2001; 3rd ed/2008

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
SCHOOL SCORES					
Average Score	84	84	84	84	82
Number of students tested	45	42	40	31	40
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
2006-07 - Terra Nova 2nd Edition; Form C; Norm Date 2000; Published 2001 (235 Students) 2007-08 - Terra Nova 2nd Edition; Form C; Norm Date 2000; Published 2001 (224 Students) 2008-09 - Terra Nova 2nd Edition; Form C; Norm Date 2000; Published 2001 (220 Students) 2009-10 - Terra Nova 3rd Edition; Form G; Published 2008 (213 Students) 2010-11 - Terra Nova 3rd Edition; Form G; Published 2008 (251 Students) Total number of students does not equal 10 in any subgroup in any grade level. Also, test results are not reported by ethnic group.					

12PV41

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 6

Test: Terra Nova

Edition/Publication Year: 2nd ed/2001; 3rd ed/2008

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
SCHOOL SCORES					
Average Score	86	89	83	83	83
Number of students tested	45	42	40	31	40
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
2006-07 - Terra Nova 2nd Edition; Form C; Norm Date 2000; Published 2001 (235 Students) 2007-08 - Terra Nova 2nd Edition; Form C; Norm Date 2000; Published 2001 (224 Students) 2008-09 - Terra Nova 2nd Edition; Form C; Norm Date 2000; Published 2001 (220 Students) 2009-10 - Terra Nova 3rd Edition; Form G; Published 2008 (213 Students) 2010-11 - Terra Nova 3rd Edition; Form G; Published 2008 (251 Students) Total number of students does not equal 10 in any subgroup in any grade level. Also, test results not reported by ethnic group.					

12PV41

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 7

Test: Terra Nova

Edition/Publication Year: 2nd Ed/2001; 3rd Ed/2008

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
SCHOOL SCORES					
Average Score	87	85	87	86	79
Number of students tested	46	39	31	38	32
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
2006-07 - Terra Nova 2nd Edition; Form C; Norm Date 2000; Published 2001 (235 Students) 2007-08 - Terra Nova 2nd Edition; Form C; Norm Date 2000; Published 2001 (224 Students) 2008-09 - Terra Nova 2nd Edition; Form C; Norm Date 2000; Published 2001 (220 Students) 2009-10 - Terra Nova 3rd Edition; Form G; Published 2008 (213 Students) 2010-11 - Terra Nova 3rd Edition; Form G; Published 2008 (251 Students) Total number of students does not equal 10 in any subgroup in any grade level. Also, test results are not reported by ethnic group.					

12PV41

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 7

Test: Terra Nova

Edition/Publication Year: 2nd Ed/2001; 3rd Ed/2008

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
SCHOOL SCORES					
Average Score	85	86	88	88	81
Number of students tested	46	39	31	38	32
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
2006-07 - Terra Nova 2nd Edition; Form C; Norm Date 2000; Published 2001 (235 Students) 2007-08 - Terra Nova 2nd Edition; Form C; Norm Date 2000; Published 2001 (224 Students) 2008-09 - Terra Nova 2nd Edition; Form C; Norm Date 2000; Published 2001 (220 Students) 2009-10 - Terra Nova 3rd Edition; Form G; Published 2008 (213 Students) 2010-11 - Terra Nova 3rd Edition; Form G; Published 2008 (251 Students) Total number of students does not equal 10 in any subgroup in any grade level. Also, test results not reported by ethnic group.					

12PV41

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 8

Test: Terra Nova

Edition/Publication Year: 2nd ed/2001; 3rd ed/2008

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
SCHOOL SCORES					
Average Score	87	88	91	86	86
Number of students tested	37	31	37	27	41
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
2006-07 - Terra Nova 2nd Edition; Form C; Norm Date 2000; Published 2001 (235 Students) 2007-08 - Terra Nova 2nd Edition; Form C; Norm Date 2000; Published 2001 (224 Students) 2008-09 - Terra Nova 2nd Edition; Form C; Norm Date 2000; Published 2001 (220 Students) 2009-10 - Terra Nova 3rd Edition; Form G; Published 2008 (213 Students) 2010-11 - Terra Nova 3rd Edition; Form G; Published 2008 (251 Students) Total number of students does not equal 10 in any subgroup in any grade level. Also, test results not reported by ethnic group.					

12PV41

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 8

Test: Terra Nova

Edition/Publication Year: 2nd Ed/2001; 3rd Ed/2008

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
SCHOOL SCORES					
Average Score	90	91	93	88	86
Number of students tested	37	31	37	27	41
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
2006-07 - Terra Nova 2nd Edition; Form C; Norm Date 2000; Published 2001 (235 Students) 2007-08 - Terra Nova 2nd Edition; Form C; Norm Date 2000; Published 2001 (224 Students) 2008-09 - Terra Nova 2nd Edition; Form C; Norm Date 2000; Published 2001 (220 Students) 2009-10 - Terra Nova 3rd Edition; Form G; Published 2008 (213 Students) 2010-11 - Terra Nova 3rd Edition; Form G; Published 2008 (251 Students) Total number of students does not equal 10 in any subgroup in any grade level. Also, test results not reported by ethnic group.					

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