



# PART I - ELIGIBILITY CERTIFICATION

---

12PV60

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

12PV60

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	18	18	36		<b>6</b>	5	13	18
K	16	12	28		<b>7</b>	9	18	27
1	10	18	28		<b>8</b>	8	10	18
2	12	17	29		<b>9</b>	0	0	0
3	11	14	25		<b>10</b>	0	0	0
4	8	20	28		<b>11</b>	0	0	0
5	8	12	20		<b>12</b>	0	0	0
<b>Total in Applying School:</b>								<b>257</b>

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
17 % Asian  
15 % Black or African American  
14 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
41 % White  
13 % Two or more races  
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2010-2011 school year: 13%

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

(1)	Number of students who transferred <i>to</i> the school after October 1, 2010 until the end of the school year.	10
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	18
(3)	Total of all transferred students [sum of rows (1) and (2)].	28
(4)	Total number of students in the school as of October 1, 2010	222
(5)	Total transferred students in row (3) divided by total students in row (4).	0.13
(6)	Amount in row (5) multiplied by 100.	13

8. Percent of English Language Learners in the school: 2%

Total number of ELL students in the school: 4

Number of non-English languages represented: 1

Specify non-English languages:

Korean

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:  $\frac{3\%}{8}$   
 Total number of students served:  $\frac{8}{8}$

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>4</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>4</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>11</u>	<u>2</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>2</u>	<u>4</u>
Paraprofessionals	<u>3</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>5</u>	<u>3</u>
Total number	<u>22</u>	<u>9</u>

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

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

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	96%	96%	96%	96%	96%
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: \_\_\_\_\_

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?

In 1878, the pastor of Our Lady of Mount Carmel Church, stood in front of his new congregation in Tenafly, New Jersey, and announced, “If I must sell my own coat we shall have Sisters in a very short time, and we shall have our own school”. The following October, Our Lady of Mount Carmel School (OLMC) opened with 30 students when two Sisters of Charity arrived by train every morning from nearby Englewood, New Jersey and walked one mile from the depot.

Over 130 years later, the School, on its original site, continues to be the first in a series of lifelong choices for many of our area's most respected citizens. The same determination displayed by our founders continues today with a commitment to academic excellence, faith formation and community service shared by faculty, administration, students and parents alike that makes OLMC worthy of Blue Ribbon recognition.

The term Catholicism means universal and it is in that spirit that OLMC believes in teaching the entire person, not only intellectually, but emotionally, physically, socially and spiritually. Although the school is located in an affluent suburban community, the student population represents twenty-seven towns of varying ethnicities and socioeconomic status. To live out the mission of the school, the staff supports and encourages the growth of the whole student from Pre-K through Grade 8 in a community of faith and tolerance. It strives to enable the students to become upright citizens who embrace Catholic values and ethics.

Students are taught by a fully state certified and licensed staff, with many members having received their advanced degrees. The faculty and administration are dedicated to the success of each and every student regardless of race, gender, ability or religious affiliation. Their success is reflected in standardized test scores in both Mathematics and Language Arts that have consistently been in the top 15% of all schools in the country for the past 5 years.

OLMC has a rigorous curriculum following Archdiocesan Guidelines and the New Jersey State Core Curriculum Standards. The School received Middle States accreditation in October of 1993 and re-accreditation in April of 2004 and takes pride in its advanced mathematics curriculum, fine arts program, science labs in all grades and a study and organizational skills class in grades 5 through 8. Classroom seating arrangements are reconfigured daily to accommodate the different forms of learning, and technology is incorporated throughout the curriculum with the use of interactive whiteboards, laptops and iPads. Learning is not limited to the classroom. Students travel to such locations as Liberty Science Center, the Cloisters and local museums to further their understanding of curriculum topics.

The school day hardly ends when the closing bell rings. Over 85% of the students participate in either extended care or one of the many after care programs. After school offerings include: the Carmel Chronicle Newspaper, Yearbook, Kickball, MathCounts, Science Club, Carmel Chefs, Book Club, Choir, Yoga, Zumba for Kids, Boy Scouts, Girl Scouts, Dance Team, Cheerleading, Basketball, Track, Theater, Debate Team, Student Council, Sports Clinic, The New Street Chamberlains, an award winning Shakespeare Club, Carmel T.V., Children's Dance and more.

At OLMC we believe that to know is to love, and to love is to serve. In that spirit, students, along with their families, participate in a wide variety of community service projects throughout the year as well as on “Warrior Service Day”- our school wide Day of Caring. Our commitment to service is evident at OLMC, whether it is by preparing meals for the homeless, collecting non-perishable food items for the local food bank, or cleaning up an elderly neighbor's back yard. Everyone in the school community gets involved in an impactful way.

Traditions are important at OLMC. Students can recite from memory the school's motto, the words of Our Lady of Mount Carmel to St. Simon Stock on her giving of the Carmelite scapular, "This is for you and yours, a privilege....." The annual Christmas and Spring concerts, morning Advent prayer gatherings, Lenten Stations of the Cross, International Day, Breakfast with Santa, Family Fun Night, the Halloween parade and party, Olympic Day, Class Night, and the Talent Show are all valued traditions that our students and their families look forward to participating in year after year to strengthen their faith and sense of community.

The school is proud to graduate students, with significant scholarships, to neighboring academies and private high schools. Students bring the lessons of OLMC with them as they successfully continue their education in competitive high schools such as: Regis High School, Trinity High School, the Academies at Bergen and Englewood, and further to such renowned universities as Harvard and Yale.

It is not one area, but a combination of academic excellence, spirituality and commitment to community service that makes our school unique, and worthy of Blue Ribbon recognition.

## 1. Assessment Results:

Our Lady of Mount Carmel School (OLMC) administers the TerraNova standardized achievement tests (CTB/McGraw-Hill Third Edition, 2008) annually in March for students in Grade 1 through 7.

Students in Grades 1, 2, 4 and 6 take the complete battery which includes content in the following: reading, vocabulary, reading composite, language mechanics, math, math computation, math composite, science, social studies, spelling and word analysis. Students in Grades 3, 5 and 7 take the multiple assessment tests which include: reading, language, math, science, social studies and spelling. The Questions in both are selected as well as constructed response items. Students in Grades 2 through 7 are tested for their cognitive ability with the TerraNova In View test. Students in Grades 4 and 7 also take a Written Assessment each fall. CTB/Mc Graw-Hill provides the prompt, type of essay and scores them ranging from 1 (lowest) to 6 (highest).

Over the past five years, many of the 2011 TerraNova scores exceeded the current Blue Ribbon cut scores, some grades exceeded the cut score by 12 to 14 percentage points. In following the math and reading scores for the Grade 6 Cohort to Grade 7 Cohort, a visible increase is evident from 2007 to 2010. The Grade 3 scores in math have also shown consistent improvement increasing 14 percentile points from 2007 to 2010.

According to the assessment summary provided by CTB/McGraw-Hill, national percentile scores between the 25<sup>th</sup> percentile and 75<sup>th</sup> percentile are considered to be within the average range. OLMC considers a score below the 40<sup>th</sup> national percentile to be an indicator of a struggling student. Scores that fall within the 41<sup>st</sup> to 50<sup>th</sup> national percentiles are considered acceptable; scores within the 51<sup>st</sup> to 70<sup>th</sup> national percentiles are considered “proficient”; and scores in the 71<sup>th</sup> national percentile and above are considered “highly proficient.”

B. Over the past five years, performance trends at Our Lady of Mount Carmel School have been influenced by several factors. The enrollment has grown from approximately 200 students to more than 250 students. The new students come from various educational settings, including public, private and other Catholic schools. They represent a diversity of cultural, social and economic backgrounds as well as academic abilities.

Since individual class sizes have increased and new students need time to acclimate, a shifting of teaching strategies had to be put into place.

After receiving the Group List, Performance Objectives and Individual Profile reports (provided by the testing company) for each child in their class, each faculty member meets with the subject curriculum coordinators to develop a strategic plan for their homeroom students. Attainable goals are discussed and resources, as well as proven procedures, are put in place so these goals may be achieved.

Performance trends challenge the faculty to re-organize and re-think their teaching styles. A change in a class' performance, whether it is in a gain or loss, alerts the curriculum coordinator to the need for reinforcement lessons, as well as enrichment lessons. These findings are then shared with the staff at monthly faculty meetings.

Faculty members are afforded opportunities to share successes, develop instructional improvement plans for the Archdiocesan School's Office and identify personal goals at the start of each school year. Test

results are used to identify those professional seminars and workshops that will aid each faculty member in developing their skills in both intervention and enrichment.

Looking at the scores over the past five years, Grade 6 going into Grade 7 have significantly increased in both math and reading. Grade 4's percentiles have increased in math and reading four years in a row, some as much as 20 percentile points. Grade 5 going into Grade 6 has maintained their percentiles over the past five years. This is significant since the children go into a different wing of the school, which at times can be quite unsettling.

New Mathematics textbooks have been recently implemented in Kindergarten through Grade 2. Utilizing test results, the faculty made this determination to better meet the needs of all students and, in particular, challenge the highly proficient students.

The principal, along with the faculty, develop tactical procedures for the upcoming school year after receiving the assessment results. These findings are shared with the parents along with an explanation of the scoring. The faculty also develop strategic plans for improving students' critical thinking, problem solving and life skills. Bergen County Special Service consultants review test results to determine if there is evidence of any learning disabilities and provide both supplemental and compensatory aid where required.

Support is provided by the faculty before and after school. Rubrics are developed according to the proficiency level reported by the standardized test results.

The school has increased emphasis on writing across the curriculum. A folder containing writing samples is passed along as the child is promoted from one grade to the next. Projects are graded in all areas, including content and grammar. Each student has a "reading buddy" who assists them with reading and writing projects. These buddies also participate in community service projects together. This benefits all students; the older students learn about responsibility, while the younger students profit from having a mentor.

The administration and staff encourage students to participate in contests and academic competitions not only to enrich themselves but to also stretch their abilities. Our students consistently place high in the most challenging contests against the top schools in our region.

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

While not the only criteria by which academic success is measured at Our Lady of Mount Carmel School (OLMC), the scores provided by The TerraNova Standardized tests offer the clearest example of academic progress. Faculty, parents, students and high schools alike utilize them to evaluate individual, group and school performance.

OLMC's faculty uses many different rubrics to assess students' work. Report cards show the results of these assessments incorporating tests, quizzes, class work, classroom participation and homework. Utilizing standardized test scores, the faculty meets to develop a game plan to help students achieve success. All the assessment results are shared at individual conferences with the past and present homeroom teacher and curriculum coordinator. The results help everyone identify academic success or spur critical changes for improvement. The curriculum coordinators then review the curriculum with administration to determine if a change in the textbook is necessary. The primary mathematics textbook was changed, as a result, to better meet the needs of the students.

Test results help the faculty to review a student's performance with his/her parents, and identify any problems that may exist. Meetings are held, at times with a learning consultant, to determine if a student

should be tested by Bergen County Special Services. As a result, modifications to the child's learning plan may be suggested for the faculty, parent and student.

The assessment results are also a factor in the placement of an eighth grader into a specific academy or high school. Knowing the approximate score that these schools require, and the specific educational goals of the students, faculty and administration guide the students and their families to the institutions where they are most likely to succeed.

Faculty members are afforded opportunities to share successes, develop Instructional Improvement Plans for the Archdiocesan Schools Office and identify personal goals. The faculty use the assessment results to research professional workshops and seminars to assist in their quest in finding successful practicums to share and use within their lessons. Professionals in the different disciplines are invited to speak to both the faculty and parents. Everyone works together to ensure that each student's individual needs are met, and unique talents exploited. In the spirit of clarity and consistency, the administration also uses the assessment results as a factor in summative evaluations of faculty members and in staffing decisions.

The outcomes for both the TerraNova Standardized test scores and Honor Rolls are shared with the parents in the Principal's weekly Friday memo, on school bulletin boards, and in monthly newsletters. After morning prayer, all successes are shared over the public address system followed by, "Go Warriors". Scholarship awards are also shared with the community in the local newspapers and within the church community in the weekly church bulletin. The pastor announces school successes at the conclusion of each Sunday mass. We have proudly announced through these channels that the graduating class of 2010 (21 students) received over \$400,000 in scholarship awards, and the Class of 2011 (16 students), over \$250,000, along with many other group and individual successes of our students over the years.

The administration, faculty and staff adhere to the school's philosophy, "We, the community of Our Lady of Mount Carmel School, are committed to the Catholic education of our youth. We strive to provide a comprehensive education of experience that develops the spiritual awareness, intellectual talents, personal responsibility and social consciousness of each child. We endeavor to foster the values of servant leadership in our students and staff and are dedicated to educating the mind, heart and spirit of each child with a deep appreciation of each person's uniqueness".

OLMC is a community of dedicated personnel and parents who work together with a supportive pastor and church community striving to enable students to become upright citizens who embrace Catholic values and ethics. Some of the goals set for them are: a respect for the teachings of Christ and the Roman Catholic Church, the skills and attitudes necessary for a positive contribution in a democratic society and to use the skills taught to them in all disciplines at OLMC in real life situations.

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

OLMC is part of the Archdiocese of Newark, located in Newark, New Jersey. The Archdiocese operates over 80 Elementary and High Schools and offers numerous professional seminars where faculty and administrators have an opportunity to learn and commiserate. The principal is required to attend four seminars annually and faculty is invited to attend workshops based on their subject area expertise and grade level. Each seminar affords attendees the occasion to share: principal to principal and faculty to faculty. Similar opportunities are offered through our membership in Deanery 3 of the Archdiocese as well as through our affiliation with the Northern Valley Schools Consortium in nearby Demarest, NJ.

Participation in these seminars has exposed OLMC to many concepts that have enriched the learning experience for the students. A public school teacher introduced OLMC to project based activities, which encompass more than just content, allowing students to use skills across all disciplines – creative,

technological, as well as language arts to create a complete learning experience. The students love it because it moves the learning experience out of the textbooks and into the digital world where they live.

Workshops have introduced faculty to interactive whiteboard technology and writing across the curriculum. Particularly helpful to the Grade 8 faculty is the opportunity to meet annually with high school subject coordinators within the Archdiocese. This helps the faculty design a professional improvement and strategic plan for the upcoming year and ensures that the students are well prepared for the challenges of high school. As a result of these meetings, OLMC has introduced selected high school level novels for reading and analysis in addition to the traditional reading series for students in Grades 6 through 8. The OLMC students are better prepared for the rigors of high school level language arts and writing.

This year a new program was launched along with the Academies of Englewood that introduced two high school seniors to the teaching profession. They assist students in Kindergarten through Grade 2 in developing their reading skills, and in turn, are mentored by the faculty and encouraged to pursue their vocation.

OLMC administration and faculty take full advantage of the numerous opportunities to learn new skills and share successes and failures with the education community in Northern New Jersey, at the parochial, public and private levels. As a result, students are afforded the best opportunities to learn and excel.

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

There are 185 school families at Our Lady of Mount Carmel School. These families act as lunch room and playground aides, cooks, decorators, class parents, chaperones for trips and dances, library aides, after care supervisors, Dad's Club members, tour guides, coaches and members of the Parents' Guild. There is a collective presence of parents at all functions from Pre-K to Grade 8.

Whether it is in the medical field, fire and police departments, pharmaceutical division of a company or one of the directors of the Apollo Theater in New York, the parents are welcomed and offer their expertise.

The administration has an open door policy, which has developed a partnership of mutual respect for both the church and school families. All are welcomed. The school held its first Hall of Fame Celebration Dinner in 2010 honoring various people from: the church, school and community.

Since schools are centers of thriving communities, OLMC also has the support and guidance from the church community. Their encouragement and help is evident with: their attendance at school functions as well as on Warrior Service Day (A day when everyone assists others in need at food pantries, nursing homes etc.), purchasing SCRIP (food certificates) and their willingness to financially assist in capital campaigns.

The school has a partnership in the town community especially on Veterans Day. The school invites all veterans to a special recognition event with the mayor of Tenafly and Student Council officiating at the laying of a wreath at the town memorial. The students and families cook, serve and act as greeters at the yearly Breakfast with Santa. The families share their food and loose change for a local food bank. The Carmel Chefs (7<sup>th</sup> graders) bake for the local food bank during the holidays.

The Parents' Guild is a group of moms and dads that chair all fundraising and fun-raising events. Thanks to their efforts, the school now has a new roof.

Moms, dads, grandmothers, aunts and uncles can be seen in the school. The children love being served by family members during lunch as well as having grandpa read to them on their special days.

The family of Our Lady of Mount Carmel School embraces its community. There is a pride that is evident upon entering the school. As Mario Puzo said, "The strength of a family, like the strength of an army, is in its loyalty to each other."

## 1. Curriculum:

Our Lady of Mount Carmel School's (OLMC) rigorous curriculum fulfills all Archdiocesan mandates and New Jersey State requirements. As a Catholic school in the Carmelite tradition, students learn the tenets of their faith through **Religion** taught at every grade level. "Prayer Buddies", older students serving as spiritual and academic mentors to younger students, participate in a variety of service projects throughout the year. Catholic beliefs and ethics are infused in all aspects of the school day. The study of Family Life is incorporated within the curriculum. During the school wide retreat and individual grade retreats, students are afforded the opportunity to discuss relevant challenges to living a service-filled and faith guided life

The **Mathematics** curriculum focuses on developing student mastery of all basic skills and the understanding of mathematical concepts including geometry, number relations, measurements and problem solving. Group work, peer tutoring and giving real life examples while using technology to emphasize the lesson are some of the different strategies used by both the advanced Mathematics students (Grades 6-8) as well as those in grade level math.

In **Social Studies**, students learn that history is alive through geography, economics, civics and government. By studying diverse cultures both ancient and contemporary, students learn of the interconnectedness of the human family. Research skills, both literary and technological, are taught within the Social Studies curriculum. Map skills are taught and reviewed at all grade levels.

The **Science** program at OLMC teaches life, earth and physical sciences and integrates interactive lab work in Kindergarten through Grade 8. Whether students are observing scientists from Merck Pharmaceuticals offering interactive demonstrations, walking the school grounds collecting samples or visiting science centers, they are aware that science is a subject of lived experience. Utilizing interactive whiteboards enables the students in Grades 6, 7 and 8 to experience virtual dissecting.

The **Language Arts** program incorporates reading (Literature), spelling, vocabulary, grammar and writing skills. Woven into the Scott Foresman's Reading Street Series is an emphasis on character education. Phonemic awareness and fluency are nurtured in the younger grades, while dramatic interpretation and visual representations are mastered in older grades. Students begin a comprehensive approach to literature, moving from concrete to abstract in the upper grades. The **Library Science** instructor works cohesively with each faculty member addressing specific needs for each grade level. As Thomas Jefferson said, "I cannot live without books", and with that same spirit, to travel through OLMC is to travel through a school alive with the knowledge found in books.

The **Fine Arts** department teaches every student art and art history with creative projects. At the end of the year, students showcase their art work during an art auction, with proceeds benefiting the local food pantry. Music history and theory are also taught at every grade level culminating in two school-wide musical concerts during Christmastime and spring.

The **Physical Education** curriculum provides an atmosphere where every student can excel within their own potential. Along with a newly developed nutritional lunch menu students learn in their Health classes that educating the mind and spirit is as essential as educating the body.

Our Lady of Mount Carmel School is in compliance with the program's foreign language requirements. **Spanish** is taught to all classes from Kindergarten to Grade 8. Up to Grade 4, students

receive one class (45 minutes) per week while Grades 5 through 8 receive lessons four times a week. The majority of OLMC graduates are placed in advanced Spanish at the high school level.

OLMC has incorporated a **Study** and **Organizational Skills** class in Grades 5 through 8 once a week.

**Technology** is an integral part of the educational experience at OLMC allowing the students in Kindergarten through Grade 8 the opportunity to explore and learn in their digital world.

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

The Reading and Language Arts program at Our Lady of Mount Carmel School (OLMC) incorporates a strong grammar and composition foundation, a contextual and linguistic approach to vocabulary and literary experiences which appeal to differing types of learners. In an age of instant gratification, the teachers are dedicated to instilling a lifelong love of literature and the Classics in their students.

The school boasts a modern, computerized library staffed by a full-time librarian who oversees library classes for all grades and coordinates an independent reading and testing program for students in grades 6-8. The motto posted on the plaque outside the door reads "Give us books, give us wings!" This truly expresses the ideal fostered at OLMC.

Phonemic awareness and fluency are nurtured in younger grades through Scott Foresman's Reading Street series. Students demonstrate skill and comprehension mastery in written response, in dramatic interpretation and in tactile and visual representations of what they read. Cross-curricular themes are presented at each unit level. At the end of their study of folktales and legends, third grade students perform *Pushing Up the Sky*, a dramatic rendition of a Native American legend. Fifth grade students script and perform an original interpretation of the founding of our country with their production *The Birth of Our Nation*, complete with costumes, props and music. Beginning in the second grade, students expand their study of language through *Vocabulary Workshop* which stresses contextual practical vocabulary usage.

In Grades 6 through 8, students begin a comprehensive approach to literature. As their critical thinking skills move from concrete to abstract, students are introduced to various works by the same author and are asked to interpret those works in light of the author's background. Sixth grade students read historical fiction about Shakespeare's England and scan lines for iambic pentameter. Students also plunge into the richness of Tolkien's language and fantasy in *The Hobbit*. Illustrated parchment journals and character "infomercials" are part of their literary experience. Seventh grade students learn the meaning of integrity as they read *To Kill a Mockingbird*. Students walk in someone else's shoes and keep character journals, recounting their experiences. Suspense and gothic literature capture the imaginations of eighth graders who delve into the richness of Edgar Allen Poe's *The Raven* and *The Tell-tale Heart*. Students analyze and compare multimedia versions of his works and eagerly anticipate the culminating activity, a video production of one of Poe's classics.

## **3. Mathematics:**

OLMC uses the *Mathematics Curriculum Guidelines for Elementary Schools in the Archdiocese of Newark* (revised in 2011) as the basis for the Kindergarten through Grade 8 mathematics program. These guidelines call for "a strong mathematics program which produces confident problem-solvers who value the importance, power and application of mathematics in their lives."

At registration, new students take placement tests to assess their proficiency. These findings determine their assignment in mathematic classes according to their ability. The assessment results from the TerraNova standardized test, report card grades and the cumulative review at the end of the school year will determine an existing student's placement in the upper grades.

Textbooks are constantly reviewed in terms of their effectiveness in supporting the objectives of the Mathematics program. Sadlier's *Progress in Math* is used in Kindergarten through Grade 2, Scott Foresman's *Mathematics* is used in Grades 3 through 5 and Grades 6 through 8 use McDougal Littell's *Course I and II, Pre-Algebra and Algebra Structure and Method Book I*. Teachers, not limited to the textbook, find creative ways to introduce, teach and reinforce mathematical concepts. For example, Grade 1 students may use M&M's to create line graphs from simple data, while students in Grades 5 and 6 may use a picture of a pizza to explain fractions and percentages.

At all grade levels, children analyze, compare, create and determine the correct procedure to answer specific mathematical problems.

Teachers use various strategies to instruct and help students reach their potential: one-on-one instruction, team teaching, group instruction, proficiency projects, the use of interactive whiteboards, manipulatives and cooperative learning, as well as the traditional and effective chalkboard approach.

Consultants from both the Bergen County Special Services as well as Region V assist with students who have difficulties in mathematics. These students are also helped by volunteer aides (retired teachers), high school interns and classroom aides. In addition, faculty members offer extra help before and after school.

The high proficiency students in Grades 6 through 8 utilize a Mathematics textbook that is one full grade level above their current grade. This affords sufficient intellectual challenges to keep these students engaged. OLMC also offers a Math Club ("MathCounts") that meets during their lunch period once each week that provides for advanced studies challenging them to experience life through math. These students have the opportunity of utilizing Block Scheduling once a week to increase classroom time to advance their studies.

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

Technology is an integral part of the educational experience at Our Lady of Mount Carmel School (OLMC). It provides unlimited access to information and the ability to create more stimulating and effective learning experiences. The students are "the first generation of digital natives," a term defined by Internet and legal experts John Palfrey and Urs Gasser in their book, *Born Digital: Understanding the First Generation of Digital Natives*. With technology forever changing the way society acquires, processes and presents information, OLMC believes that it is essential to provide students guidance in learning how to use computers and related technologies safely, effectively and responsibly.

From Kindergarten through Grade 8, every student attends weekly technology classes with an accredited technology teacher. These lessons are supplemented by the use of iPads and interactive whiteboards throughout the curriculum. Using grade-level appropriate tasks, students learn how to use computers and applications, including word processing, database, spreadsheet, and presentation software to enhance their educational experience. Younger students (Kindergarten through Grade 3) also focus on building keyboard, touch pad and mouse skills. Older students master web-page design and database and graphics/desktop publishing. They learn about file management, and understand the components of a computer system, and how a network operates. Starting in Grade 3, all students learn computer programming languages such as Scratch, LOGO, Small Basic and HTML, as well as how to effectively conduct Internet research and evaluate the validity of Internet sources. Additionally, there is age-appropriate focus on the legal, ethical and safety concerns of using the Internet and other online tools.

Completing tasks involves critical-thinking and problem-solving skills. In the process, students learn that there is more than one way to approach and solve a problem. The student who struggles academically may use a different process than the highly proficient student, but technology allows them both to achieve success. Students use technological skills to learn and achieve in all curriculum areas. Teachers

adapt technology to support the range of learning styles in their classrooms, thereby providing students with the opportunity to reach their full academic potential.

With technology permeating virtually every aspect of our society, OLMC is committed to educating the whole child and to prepare each of them to become skilled professionals of the future.

## **5. Instructional Methods:**

The policy of Our Lady of Mount Carmel School is to recognize the diversity of all students using a wide range of teaching strategies. Differentiated instruction, one-on-one instruction, group instruction, cooperative learning and team instruction are some of the methods applied. Each teacher analyzes and evaluates learning styles, integrating visual, auditory and kinesthetic techniques (where needed) that would contribute to a student's achievement.

Technology is used to assist students who are English Language Learners, enabling them to access language translators, such as LINGO (a 21 language translator). The technology and library science instructors work with differentiated instruction dividing the classes according to proficiency. As the more proficient students are being instructed in the technology class, the less proficient are being instructed in Library Science. The classes then reverse. Contemporary interactive whiteboards and iPads help all students to share ideas and build self-confidence.

The teachers differentiate their instruction according to the level of proficiency of each student and each student contributes to group projects utilizing their individual strengths. For example, the advanced proficient student would be given more challenging tasks, and be more responsible for coordinating the project, delegating work to others, and finalizing the task. The proficient student would be responsible for the research while the non-proficient student would be responsible to find supporting illustrations or images that would complete the project. Therefore, everyone's needs are met.

Students who exhibit anxiety or struggle with different disciplines have their homeroom teacher to provide them with further support and guidance (either before or after school). Additional resources, such as two volunteer aids (both retired teachers); high school interns, floating classroom aides, and the after school homework club are also available when needed.

The school offers advanced Mathematic classes as well as grade level Mathematics in the 6th through 8th grades. Block scheduling (one hour classes) which occurs one day a week, affords students opportunities to get extra help, or in the case of the highly proficient student, as well as stretch their creative aptitude.

Peer tutoring, under the supervision of a faculty member, is also provided both before and after school to students who are in need. Every student in grades 4 through 8 are "Reading buddies" to the children in Pre-school to 3rd grade. This allows the proficient and highly proficient student to become compassionate mentors for their fellow OLMC classmates.

## **6. Professional Development:**

Professional development impacts a student's achievement and is essential for continuous educational growth. It is also a requirement of retaining teacher certification (a minimum of 20 hours per year). Our Lady of Mount Carmel School (OLMC) is a member of the Archdiocese of Newark's Deanery 3, a district of six elementary schools which offers a wide variety of seminars ranging from technology to law throughout the year. Each teacher is responsible, along with the Principal, for developing his or her professional improvement plan and goals for the school year. At the end of the year, the Principal reviews both to evaluate accomplishments and to help set new goals for the upcoming school year.

Teachers attend seminars to refresh standard practices, evaluate pedagogy, experience new visionary teaching tools and learn new techniques to enhance the 21<sup>st</sup> century learner. Although the teachers do not

teach to the test, they do attend workshops on techniques to raise standardized test scores by identifying their students' weaknesses as well as their strengths.

The curriculum coordinators participate together in subject area meetings to research techniques and manipulatives recently introduced to the educational market, and make recommendations to the administration for incorporation of the most promising of these into the curriculum.

Within the past two years, the staff has been given the opportunity, along with their peers inside Deanery 3, to address changes to the new core curriculum standards for mathematics and social studies recently introduced by the Archdiocesan School's Office. Twice each year a Deanery 3 meeting is held where all faculty and administrators explore, share and discuss their successes and challenges. In addition to this, the principal attends several workshops and seminars hosted by the Archdiocese each year that specifically address topics of importance. Lessons learned are then shared with the faculty as appropriate.

Professional speakers are invited to give informational seminars on a wide variety of topics such as assistive technology, anti-bullying techniques, mainstreaming the special education child, setting strategic goals, dealing with difficult parents and Catholic ideology. Teachers also attend workshops hosted by local public schools, regional schools and the New Jersey Bar Association on topics of interest.

## **7. School Leadership:**

As a Catholic parochial school in the Archdiocese of Newark, OLMC's administrative structure is organized through the dictates of the Archdiocese. The pastor of the Our Lady of Mount Carmel parish is the head administrator of the school though the daily procedures and decisions on all issues pertaining to but not limited to, curriculum, enrollment, and hiring, firing and professional development are delegated by the principal.

The philosophy of the principal's leadership can be defined in three words: clarity, consistency and community. The principal maintains an "open door policy" for staff, parents and students and views leadership as a shared responsibility. Monthly faculty meetings are held at which time curriculum coordinators collaborate with the administration researching resources to update technology and the curriculum to improve student achievement.

Ever evolving with the times, Our Lady of Mount Carmel School is aware that a diverse learning community deserves an equally diverse administration. In this spirit, the principal collaboratively works with two Deans, the Dean of Discipline and the Dean of Admissions and Media. The Dean of Discipline is charged with maintaining the overall order of the school as well as serving as liaison between the principal and parents. The Dean of Discipline oversees all aspects of student life with special attention given to the implementation of the New Jersey Bar Association's Six Pillars of character development.

The Dean of Admissions and Media is a role often not found in elementary schools, yet OLMC knows that in order to foster a vision for the future it must stay competitive. His duties range from updating and revising the existing school website, giving tours to prospective families, teaching organizational and study skills to Grades 5 through Grade 8 and to assisting the Dean of Discipline.

The principal, along with the staff, has established a School Disciplinary Committee or SHINE (Seeking Harmony in a Nurturing Environment). This committee helps students develop positive responses to conflict and teaches them to take responsibility for their actions with the help of a mentor.

The pastor meets bi-monthly with the administrative staff so that he is continually kept abreast of happenings within the school, and is fully informed and engaged at all times.

The administration understands that leaders are only as good as their support. Aided by an administrative assistant, office manager, CFO, and an active parent organization, the entire community understands that here students come first.

# 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>\$5335</u>	<u>\$5335</u>	<u>\$5335</u>	<u>\$5335</u>	<u>\$5335</u>	<u>\$5335</u>
K	1st	2nd	3rd	4th	5th
<u>\$5335</u>	<u>\$5335</u>	<u>\$5335</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
6th	7th	8th	9th	10th	11th
<u>\$0</u>	<u>\$0</u>				
12th	Other				

4. What is the educational cost per student? (School budget divided by enrollment) \$6190

5. What is the average financial aid per student? \$1177

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?  
5%

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 34%

# PART VII - ASSESSMENT RESULTS

## NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: Terra Nova

Edition/Publication Year: 3rd Edition 2008 Publisher: CTB McGraw-Hill Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Feb	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	79	73	78	76	65
Number of students tested	25	14	22	23	13
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
<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>					
In March 2009, the Archdiocese of Newark changed from the second Edition of the Terra Nova to Third Edition.					

12PV60

## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: Terra Nova

Edition/Publication Year: 3rd Edition 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
<b>SCHOOL SCORES</b>					
Average Score	72	73	76	80	68
Number of students tested	25	14	22	23	13
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
<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>					
In March 2009, the Archdiocese of Newark changed from the Second Edition of the Terra Nova to the Third Edition.					

12PV60

## NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: Terra Nova

Edition/Publication Year: 3rd Edition 2008 Publisher: CTB McGraw-Hill Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Feb	Mar
<b>SCHOOL SCORES</b>					
Average Score	75	78	66	69	87
Number of students tested	28	21	34	13	16
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
<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>					
In March 2009, the Archdiocese of Newark changed from the second Edition of the Terra Nova to the Third Edition.					

12PV60

## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: Terra Nova

Edition/Publication Year: 3rd Edition 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
<b>SCHOOL SCORES</b>					
Average Score	83	83	78	58	91
Number of students tested	28	11	24	13	16
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
<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>					
In March 2009, the Archdiocese of Newark changed from the Second Edition of the Terra Nova to the Third Edition.					

12PV60

## NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: Terra Nova

Edition/Publication Year: 3rd Edition 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
<b>SCHOOL SCORES</b>					
Average Score	70	78	69	89	79
Number of students tested	20	21	15	16	22
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
<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>					
In March 2009 the Archdioceses of Newark changed from the Second Edition of the Terra Nova to the Third Edition.					

12PV60

## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: Terra Nova

Edition/Publication Year: 3rd Edition 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
<b>SCHOOL SCORES</b>					
Average Score	78	78	79	92	79
Number of students tested	20	21	15	16	22
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
<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>					
In March 2009 the Archdiocese of Newark changed from the Second Edition of the Terra Nova to the Third Edition.					

12PV60

## NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 6

Test: Terra Nova

Edition/Publication Year: 3rd Edition 2008 Publisher: CTB McGraw-Hill Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Feb	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	78	69	88	79	69
Number of students tested	18	12	14	24	21
Percent of total students tested	100	80	100	96	95
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<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>					
In March 2009 the Archdiocese of Newark changed from the Second Edition of the Terra Nova to the Third Edition.					

12PV60

## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 6

Test: Terra Nova

Edition/Publication Year: 3rd Edition 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
<b>SCHOOL SCORES</b>					
Average Score	83	75	83	75	75
Number of students tested	18	12	14	24	21
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
<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>					
In March 2009, the Archdiocese of Newark changed from the Second Edition of the Terra Nova to the Third Edition.					

12PV60

## NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 7

Test: Terra Nova

Edition/Publication Year: 3rd Edition 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
<b>SCHOOL SCORES</b>					
Average Score	79	91	84	80	80
Number of students tested	27	11	24	17	17
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
<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>					
In March 2009 the Archdiocese of Newark changed from the Second Edition of the Terra Nova to the Third Edition.					

12PV60

## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 7

Test: Terra Nova

Edition/Publication Year: 3rd Edition 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
<b>SCHOOL SCORES</b>					
Average Score	80	90	85	84	82
Number of students tested	27	11	24	17	17
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
<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>					
In March 2009 the Archdiocese of Newark changed from the Second Edition of the Terra Nova to the Third Edition.					

12PV60