

PART I - ELIGIBILITY CERTIFICATION

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 configuration 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 (AYP) or its equivalent 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 AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP status appeals must be 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 2007 and each tested grade must have been part of the school for that period.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The 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.
10. 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.
11. 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

All data are the most recent year available.

DISTRICT

Questions 1 and 2 are for Public Schools only.

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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: 20

5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	22	18	40
K	16	15	31
1	14	15	29
2	7	16	23
3	19	15	34
4	25	25	50
5	12	28	40
6	20	22	42
7	20	18	38
8	10	21	31
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total in Applying School:			358

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

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

7. Student turnover, or mobility rate, during the 2011-2012 school year: 1%

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

Step	Description	Value
(1)	Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year.	4
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	1
(3)	Total of all transferred students [sum of rows (1) and (2)].	5
(4)	Total number of students in the school as of October 1, 2011	358
(5)	Total transferred students in row (3) divided by total students in row (4).	0.01
(6)	Amount in row (5) multiplied by 100.	1

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

Total number of ELL students in the school: 3

Number of non-English languages represented: 3

Specify non-English languages:

Hebrew, Russian and Iranian

9. Percent of students eligible for free/reduced-priced meals: 18%
 Total number of students who qualify: 64

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.

RPRY does not participate in the free and reduced-priced school meals program. The estimate is based on anecdotal reports by parents to the scholarship committee. The estimate includes the number of families believed to have an income below \$75,000.

10. Percent of students receiving special education services: 14%
 Total number of students served: 50

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>6</u> Other Health Impaired
<u>1</u> Deaf-Blindness	<u>29</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>12</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>2</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:

	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>7</u>	<u>0</u>
Classroom teachers	<u>13</u>	<u>23</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>3</u>	<u>9</u>
Paraprofessionals	<u>9</u>	<u>7</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>12</u>	<u>1</u>
Total number	<u>44</u>	<u>40</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:

14:1

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

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	96%	96%	97%	97%	97%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

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?

PART III - SUMMARY

Born of a dream to rebuild Jewish education in the United States after the Holocaust, built on the twin foundations of academic excellence and adherence to Jewish law, Rabbi Pesach Raymon Yeshiva (RPRY) was founded in 1945 as Moriah Yeshiva Academy by Rabbi Pesach Raymon. RPRY serves children aged 2 – grade 8. Preceding the existence of formal Jewish communities in Central New Jersey, it served as the integral community center for a broad range of the Jewish population. RPRY’s purpose is to provide a quality Jewish and general education to **all** Jewish children. Each child at RPRY is valued and treated with respect, care and sensitivity. Each RPRY student is inspired and engaged, takes pride in their accomplishments and shows leadership and initiative.

Our **mission** is to teach **each** child “according to their way” by providing instruction geared to their individual needs. RPRY does not merely teach subject matter, RPRY teaches **children**. Under the banner of “**challenging the mind and nurturing the soul,**” the Yeshiva’s goal is to provide a stellar education in a warm, nurturing environment. The religious/philosophical orientation of the school couples an intensive religious-Zionistic Hebrew studies program with a high caliber general studies program. RPRY attracts a wide range of students from different Jewish backgrounds.

RPRY is committed to keeping up with proven methods of educational delivery, including technological innovations. Maintaining and improving teacher excellence, through faculty in-service and other forms of continuing education, is a priority.

Milestones include the moving to our current site in 1971, doubling of the student population and building an addition in 1978, beginning of a satellite pre-school program in East Brunswick in 1992, and a second expansion of the building in 1997. Recent reaccreditation with the Middle States Association is a great source of pride. The establishment of inter-mural varsity teams for boys and girls is another important milestone. Our students initiate charity fundraising projects, offer their free time for community service, and lead their own prayer and learning groups. RPRY takes pride in its small class size, homogenous grouping for selected subjects, blended learning models for content areas, and individualized approach to teaching. The greatest joy at RPRY is celebrating the personal milestones of our students and cheering them on at each step they take towards living their lives with the values instilled in them at RPRY.

In 2010 the administration was restructured and a strategic plan was implemented to take RPRY further on its quest for excellence. Recent developments as per the strategic plan include: full curriculum mapping aligned with the new Common Core Curricular standards; parent and student surveys eliciting feedback and suggestions; adoption of new, cutting-edge math and science programs and an upcoming review of the language arts and social studies programs; upgrades to art, music, library and dance programs, and bringing the arts to the students via special programming, events and field trips; engagement of an external consultant for long term planning towards fiscal sustainability.

RPRY is unique in its function as a community school serving a number of New Jersey communities. Its administrators served on the Mayor’s Educational Committee, are involved in the Non-Public School Advisory Committee and are engaged in Communities of Practice nationwide. A community focal point, the school hosts a weekly teen prayer group, regular community ball games and functions, and liaisons to community synagogues and organizations. Recognized as a bastion of excellence and improvement, we have been the recipient of grants from prestigious foundations and universities, and host to professional development workshops. RPRY is rich with traditions of family involvement, student appreciation and community building and sharing. A reflection of that success is the fact that our current enrollment includes 86 children of alumni and numerous alumni serving as staff members.

RPRY aims to graduate students with a sense of their self-worth and role as responsible members of society in general and the Jewish community in particular, a strong foundation of knowledge, a thirst for learning, an appreciation for American democracy, and a love for *Torah*, the land and State of Israel and the Jewish people. Such graduates are equipped with the tools and values necessary for further development and success. RPRY graduates consistently serve as class representatives and valedictorians in high school and university. Our graduates live the RPRY dream, many serving in the Israeli Defense Forces and eventually settling in Israel.

RPRY submits this application as a Blue Ribbon School, for recognition of our academic excellence, track record of success and unique vision for the future. We strive to give our students “**roots and wings**” – to instill within them pride in their heritage and personal accomplishments, while nurturing within them the ability to soar beyond their wildest dreams.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

A) Rabbi Pesach Raymon Yeshiva utilizes a number of assessment tools to monitor levels of performance of our students including the Terra Nova, Dibels, MaDyK, Successmaker, and Waterford Literacy Program. These assessments provide us with data to ensure that students are meeting or exceeding benchmark expectations. They guide teachers in informing instruction from remediation to enrichment.

The *Terra Nova, Third Addition Multiple Assessments* is administered to students in grades 2-8. This assessment tool is designed to measure higher order thinking skills as well as basic and applied skills. Tests in reading, language, math, science and social studies combine selected-response items with constructed-response items asking students to produce their own answers. This series of assessments generates norm-referenced achievement scores, criterion-referenced objective mastery scores and performance-level information.

The Performance levels are divided into five levels of proficiency in the following manner:

Level 5-Advanced Proficient

Level 4-Proficient

Level 3-Nearing Proficient

Level 2- Progressing

Level 1-Starting Out/Step 1

RPRY identifies students who fall below the 50 percentile, Level 2, for support services. The top ten percent, Level 5, are identified for enrichment. While, students in the 50-90 percentiles are considered up-to level, they are viewed with a growth mindset.

Skill strength training is accessible to students through instructional planning. Specialty staff utilizes both self-contained settings and in-class support to design and monitor individualized goals in consultation with the classroom teacher. These “coaches” strengthen instructional support, with programs like Foundations and Wilson Reading. Growth in higher order thinking is supported with programs like Writers Workshop, STEM Workshop and academic competitions in Judaic and General Studies. Interventions in speech language, occupational therapy, physical therapy and counseling services are available as needed.

B) Overall performance reflects a solid growth pattern over the past five years. There are a number of factors that contribute to the consistency of the data. Teacher retention is strong with few changes over this time period, allowing for ongoing professional development to occur and continue, reinforcing that we, as an institution of learning, are all learners. Our comprehensive language and math programs include preparation and practice through systematic coverage of content. Regular assessments of content are frequently modeled in standardized tests format. Additionally, students spend 90 minutes weekly on computer assisted instruction in math and reading for enrichment, skill maintenance and remediation opportunities. Some of this programming is extended to the home where students can receive additional support via technology in needed areas.

Maintaining this level of steady growth is due to a conscious effort on the part of the faculty to meet the needs of all students despite a shift in how the services are provided. Over the past several years, services have been reduced or omitted due to budget constraints on the federal, state, and local levels, and by the limitations of our own school budget. Our current programming design offsets the loss of individual instructional support hours previously provided by in-class support teacher, aides, and supplemental instructors.

Upon examination of the individual subtests, incremental gains were observed. The following factors contribute to the observed gains. Strategic plans developed based on review of Terra-Nova scores targeted specific areas of weakness, such as basic computation and text analysis. Average performance on these subtests was substantially greater. Curriculum remapping was completed in response to assessment scores and continues to progress, with ongoing annual review of data. Additionally, maintenance of small class size, adjustment of the support model from pull-out to the addition of push in services, and increases in technology support and usage all contribute to the gains. Lessons differentiated by flexible groupings during instructional time have facilitated firm performance over time. Parental and teacher buy-in are achieved by sharing the data results and including them in the process for promoting growth of individuals and groups of students.

Regarding this year's data, the achievement gap of students who were alternatively assessed is being addressed in a number of ways. Early identification assessments in kindergarten-grade 4, like DIBELS and MaDyK, join preventive instructional practices, like Wilson Reading Program and Successmaker, as effective actions to inform instruction by deliberate practice. As needs are identified, progress is monitored throughout the year and strategic or intensive instruction is provided to close the gap. Restructuring and expansion of resource services improve opportunities for skill attainment. Finally, leadership training, teacher training, peer coaching, parent education and student self-awareness skill building are integrated in daytime and evening programs. Subgroups scores are reviewed with the teachers over the summer, so that they are able to identify and target areas of potential growth with support staff. Ongoing formative and summative assessment reviews with teachers through the school year provide additional feedback to define or refine instructional focus. This review process offers personal motivation and accountability to improve and subsequent opportunities for professional growth. Professional development in early identification and remediation strategies provide buy in for teachers to implement closer study of student work and standardized scores as measures of achievement.

2. Using Assessment Results:

RPRY uses a wide range of assessment data to analyze and improve student and school performance. Formative and summative assessments are used to guide instructional planning, inform practice and provide intervention such as enrichment and remediation.

Formal assessments include: reports generated by the *Ariot CAL*, *SuccessMaker* and *Waterford Literacy* programs, grades K – 5; *Dibbels* reading screening, grades K – 3; *MaDyk* Hebrew reading screening, grades K – 8; *Terra-Nova* test scores, grades 2 – 8; and math tests generated and scored by the textbook companion site, grades 5 – 8. Students are assessed in all content areas, on an ongoing basis, using formal testing, performance-based assessment, portfolios, teacher observation, and student work samples.

Assessment data is used systematically to improve instruction and student learning in the following ways:

Informal assessments, such as class-wide review, exit cards and pop-quizzes, are performed daily and guide teacher planning. Teachers maintain organized records for reference when preparing lessons. Formal assessments occur, at a minimum, at the conclusion of each unit and allow teachers and administrators to analyze data for positive or negative trends, for comparison to previous scores and those of parallel classes, and for significant fluctuation of grades of a particular student or group. In the event that intervention is required, the data is used to guide the intervention process.

Reading screenings are performed at an early stage, allowing for timely identification of needy and gifted students.

Reports generated twice weekly by the computer assisted learning programs are vital to student success. This material guides classroom instruction and planning. It also informs teachers of individual areas of strength or weakness, enabling teachers to work individually with students.

Terra-Nova scores provide the school with a snapshot of student ability and level, relative to national and local norms. They also provide a clear picture of group performance and overall school performance. This information guides curriculum planning, textbook adoptions, and strategic planning. Teachers are presented with the test score analysis and collaborate to plan strategically for the upcoming school year. They are required to present a plan that targets the weak areas, while exploiting the areas of strength. This plan focuses on skill development and teaching style. Comparative analysis of previous years' scores is used for curriculum review. Areas of consistent weakness are remapped strategically, to ensure that teachers have ample time to teach those areas. Textbooks and curricular materials are examined for gaps in those areas, and supplementary materials are prepared as necessary.

In the event that a child displays learning difficulty and requires a full evaluation by a child study team, assessment data plays a key role. Teachers submit work samples, testing scores and narrative reports of student progress, to be used to launch the child study. Additionally, students who score below par on the *Terra-Nova* tests are immediately flagged for supplemental instruction. Similarly, data from computer assisted learning programs and reading screenings are used to aid in the child study process.

The *Readi-Step* test is given to eighth grade students. These scores are shared with high schools to which they apply. Because the test is given early in the fall, students receive information regarding their high school readiness with enough advance notice, to prepare and possibly relearn material in advance of high school. Assessment reports include a career advisory, which is especially helpful to students as they begin to think about high schools, AP classes and eventual college choices.

Sharing assessment data with parents and students is vital to student success. As information is available to the school, it is shared with the parents, along with an explanation of the scores. The school's objective is to maintain a partnership with parents, so that student achievement can be maximized, therefore the sharing of assessment data is crucial for the success of the home-school connection. Student progress is shared six times per year, with three interim reports and three report cards. Parent-teacher conferences are held twice annually, providing opportunities for teachers to meet with parents and keep them up-to-date on progress. All tests, reports and assignments are graded and shared with parents and students. At the conclusion of each school year, along with their child's report card and standardized test scores parents receive a letter with an overview of the testing process and school-wide achievement, and the context within which the scores should be evaluated. For children scoring below par, it includes information regarding accessing services. Parents are invited to discuss scores and progress with the administration. Children with exceptionally high scores are invited to join enrichment classes, those above the 95th percentile qualify for the Johns Hopkins Talent Search and parents are notified of their child's eligibility. Periodically, newspaper advertisements inform the community of academic achievements. These successes are celebrated with the community at our annual Awards Ceremony and are highlighted at graduation.

3. Sharing Lessons Learned:

Rabbi Pesach Raymon Yeshiva interacts with and shares its successful strategies with other Public and Private schools through a variety of professional associations and personal contacts.

RPRY is a member of the Association of Orthodox Jewish Day Schools, Jewish Federation of Greater Middlesex County, Partnership for Excellence in Jewish Education, Middlesex Educational Services Commission, Association of Schools and Curriculum Development, North American Jewish Day School Association and the Schools Attuned/Hidden Sparks networks. Our faculty participate in off-campus workshops, and the Yeshiva has hosted administrators and teachers, to provide training and demonstrate jointly developed programs.

RPRY hosts schools nationwide for the BRAVE bullying prevention program. Participants conference with our educators and observe classes in session.

RPRY partners with the Graduate Department of Education of Yeshiva University, and with the Department of Education at Bar Ilan University in Israel. As a host school to their pilot programs, RPRY has helped plan, develop and improve their programs based on our experiences. Pilot programs included curriculum development and professional development.

Partnering with the developers of Tal Am and Ariot Computer Assisted Learning Program, we pilot their materials and provide valuable feedback, as well as sharing model lessons. Lessons videoed at RPRY were used by Tal Am instructors and trainers.

RPRY teachers use the online portal of the Center of Jewish Initiatives to post upwards of 50 SMARTboard lessons, for use by educators worldwide. One of our teachers received an international award for “best lesson.” Our teachers also actively participate in the Digital Learning Network.

RPRY is open to student teachers to observe or intern at the school. Administrators and teachers mentored students in the process of completing teacher’s certification. Our guidance counselor mentors graduate students and works with them to upgrade student programs.

RPRY joins many inter-school programs, including the Salute to Israel Parade, forming and maintaining sports leagues, and competing in inter-school academic competitions. We often are called upon to help guide other schools in these areas. RPRY helped establish an interscholastic hockey league and was an important component in writing rules and policies of the league. RPRY Israel Parade coordinators presented at the central planning meeting, sharing methods for generating school spirit, organizing a successful march, and fostering enthusiasm for the cause.

Sharing with others and learning from others, we seek to grow as an institution and maintain our commitment to improving education for **all** children worldwide.

4. Engaging Families and Communities:

The RPRY community of students, parents, grandparents, alumni, and neighbors can aptly be described as a family. RPRY’s mission is to educate the child and impact the community, with the school at its epicenter. When parents share what their children are learning, it paves the way for the child's academic success.

To engage the parent body, parent-child learning times are scheduled for parents to see their child's teacher in action. The “Mishmar” program invites parents and community members to learn with their child at school every Saturday night. Teachers’ weekly emails to parents detail curricular goals and highlight student accomplishments. Teachers respond to parent inquiries within 24 hours.

Performances, athletic competitions and classroom celebrations are open to parents and communicate school values to the entire family, as well as supporting and encouraging future student success. RPRY opens its doors to community-wide lectures, fundraisers, carnivals, and athletic events, exposing hundreds of non-parents to RPRY. RPRY’s annual community weekend retreat for students with developmental

disabilities is run by the students. Students learn to appreciate their talents and abilities while uplifting the lives of others. RPRY's parade on Israel Independence Day includes hundreds of parents and community members.

Parents and community are engaged in school improvement and success. RPRY's lay leadership is primarily comprised of current and past RPRY parents, and their decisions directly impact their own children. As a beneficiary of the Jewish Federation's fundraising, RPRY's leadership actively participates in promoting the Federation in the community. The annual Scholarship Breakfast invites community members to join in the school's mission and raises well over \$100,000 annually.

The PTA actively works to fund special programs, field trips, classroom supplies and school upgrades. Parents are invited for curriculum review and textbook adoption focus groups. Under the supervision of parent volunteers, older students in the school serve as mentors and homework helpers for the younger students, strengthening the bonds within the school and fostering a sense of the school as extended family. Parents and students completed a survey regarding school improvement. Their feedback was acted upon quickly.

By maintaining rigorous standards within and opening its doors to the world without, RPRY has been able to cultivate a fiercely loyal but diverse network of students, parents, and alumni, all of whom consider themselves part of the RPRY Family.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The RPRY core curriculum is aligned with the Common Core Standards, including the College and Career Readiness Anchor Standards.

In Reading, we use the Standards as a guide to balance the use of literature with informational texts (including Social Studies and Science) and articles. Teachers use a variety of strategies including a Balanced Literacy approach, read alouds, and shared and small group reading to meet diverse needs. The objective is for students to be able to independently read, comprehend, and evaluate literature, as well as apply learned knowledge to new situations and information, at the college readiness level.

The Language Arts curriculum is aligned to the Standards of language conventions, vocabulary acquisition, and writing skills. The different processes of communication are integrated. As students write, they apply language standards and use evidence from their readings. When they present an oral report or participate in a discussion, they demonstrate their listening and speaking skills. The objective is for students to demonstrate command of the English language in writing and speech.

The Math curriculum is aligned to the Standards and incorporates the major strands, emphasizing mathematical understanding and problem-based learning. The objective is for students to gain proficiency in computation, mental math, number sense, number application and problem solving.

Science integrates classroom instruction and experiential lab activities. Two state-of-the-art science labs enable teachers to implement our standards-based curriculum, *Science Fusion*. Students are encouraged to further inquiry and learn to balance reading, experimenting, and the use of interactive technology. Classroom discussions and visitations focus on career opportunities, application of science to real-life situations, and the links between Science, Technology, Engineering and Math.

The Social Studies curriculum, guided by NJ Core Curriculum Content Standards, aims to provide students with knowledge, skills, and perspectives to become informed citizens. Integrated with the goals of reading informational texts, students develop critical thinking skills and to use different sources of information.

Hebrew language instruction is provided to all students, grades K -8. Students are immersed in Hebrew language for at least one third of the school day and develop strong vocabulary, writing and communication skills.

Specialty classes enhance the core curriculum, reinforce classroom instruction and are aligned with national standards. Physical Education and Health classes provide students with a foundation of motor skills, the importance of physical fitness and team-work, opportunities to develop social skills, and the fun of play. The annual Health Fair complements the health curriculum. The Art curriculum integrates the study of aesthetics, art criticism, art history, and art production. Students' work is celebrated at an annual Art Show. In Library classes, students learn to use digital and other research strategies and to develop a lifelong love of reading.

Technology includes classes in keyboarding and presentation programs. Students learn all components of Microsoft Office. Students (1 -5) use *SuccessMaker*, a Reading and Math program. It is the ultimate differentiation tool for our students, enabling classroom teachers to use the individual data reports to develop differentiation strategies in class. Kindergarten students use the *Waterford Literacy Program* and gain immensely from the individualized lessons in reading and math readiness. A mobile computer

lab, with laptops and iPads, is used for differentiation, group projects, student research and computer-assisted instruction.

Weekly STEM classes are offered to qualifying students. Students engage in inquiry-based activities and enjoy opportunities to discover the relationships between science, technology, engineering and math, and their probable impact on future career choices and options. The group competes in international virtual competitions and participates in international virtual projects. Both years, our team won international virtual competitions.

RPRY academic programs aim to integrate career readiness, real-world awareness and life-skills.

2. Reading/English:

The standards aligned Reading curriculum at RPRY, a basal program combined with a literature-based approach, uses the *Houghton-Mifflin Reading and Language Arts* (1 -2), *Scott Foresman Reading and Language Arts* (3-6), and the *Prentice Hall Reading and Language Arts* (7-8), as well as novels and classics selected for each grade. Informational texts in content areas complement the reading curriculum.

The basal approach was chosen for its structure and clarity, as well as the many resources that usually accompany a basal reading system. This approach helps teachers reach all learners, by utilizing the variety of materials. We further expand the program by balancing it with literature selections, thus providing flexibility within the program and appealing to the higher level students.

Early foundational skills are taught through a combined phonetic/language based program. A print-rich environment and experiential learning enrich the structured phonics lessons. Students are encouraged to experiment with writing at the earliest stages. Phonics lessons are taught and reinforced using many modalities, to appeal to all learning styles. They are supported with the *Waterford Early Learning Program*, an individualized computer program for reading enrichment.

Early foundational skills are evaluated using the DIBELS assessments, along with ongoing teacher assessment. Immediate intervention is implemented: students identified as below level receive support services, both within the classroom and in pull-out groups; above-level students are placed in advanced reading groups within the classroom and receive enrichment via computer assisted learning programs.

The Reading program emphasizes reading for meaning. A balanced literacy approach differentiated by skill level, highlights reading comprehension, vocabulary acquisition, and writing conventions, to help students develop independence and proficiency in reading. As they progress, students increase their independent reading level as they analyze literature and informational material through book reports, evaluative critiques, and author studies.

Support teachers are Wilson-trained and focus on improving fluency and comprehension in small group settings. Enrichment is provided within flexible groupings, via paired readings, independent readings, and higher level thinking activities. Additionally, reading skills are strengthened through Pearson *SuccessMaker* program.

RPRY constantly strives to improve students' reading achievement. Classes have been restructured and now incorporate a focused writing program. Students have more accountability for their writing and use rubrics for peer editing and self-evaluation. In class support teachers are placed in reading and writing classes, to enable differentiation at all levels.

RPRY's Reading program enables students to become proficient, progress, or accelerate, and develop a love of reading.

3. Mathematics:

RPRY's approach to teaching mathematics is deeply rooted in teaching concept development and empowering students with the tools they need for learning mathematics and related essential understandings. Students are encouraged to think independently, problem solve, and relate mathematical concepts to personal, real-life solutions. Teachers use a wide range of methods and materials, so that each child learns at his/her own level and learning style. Technology, manipulatives and hands-on activities are part and parcel of a typical lesson.

The new mathematics program was phased in over two years. Grades K – 5 use the EnVision Math Series by Pearson; Grades 6 – 8 use the Prentice Hall Mathematics by Pearson. The program was chosen based on teacher review of materials, parental review of the home-school and career connection, and administrative review of relevant research and studies. The teams sought a program, integrated with the common core curricular standards, child friendly, and resource rich. They sought a program replete with critical thinking, reasoning, problem solving, conclusion drawing and mental math, as well as integration of technology. They consulted with local high school principals, to ensure that graduates would be well prepared for entrance level mathematics.

RPRY offers accelerated classes, covering pre-algebra and algebra, in grades 7 and 8 to qualifying students. The texts for these classes, Holt-McDougal Pre-Algebra and Algebra 1, were chosen based on all of the qualities listed above, along with the additional criteria of being concise, and inclusive of many verbal/mental math exercises.

Student progress is closely monitored and benchmarked via regular assessments; both standardized and performance based. In-class support teachers strategically assigned, assist and individualize for students performing below grade level. Computer software has been extremely helpful in targeting specific skill deficiencies. Students in grades 1 – 5 spend ninety minutes weekly using the SuccessMaker Math program, designed to instruct, reinforce and remediate at each individual student's learning level.

With a goal of achieving a "thorough and efficient education," differentiated lessons, blended learning and flexible grouping are used. SMARTboards, online resources, and various technological tools attest to RPRY's embrace of the blending of math and technology. iPads in the classroom have been exciting and beneficial to students. Teachers can differentiate masterfully, students can manipulate and work with the math problems; the classes are motivating and enjoyable with a clear vision of moving forward. These methods invite learners of all levels and specifically target those performing below and above grade level.

4. Additional Curriculum Area:

As per NJ state standards, the mission and goal of teaching World Languages is to enable people to communicate with those of diverse cultures. In the interconnected, global markets of 2012, acquisition of World Languages is imperative for social, economic and cultural success. This goal is highly compatible with our desire to have all of our students conversant in the Hebrew Language, as a means of identification with Israel, as a tool to enable communication with the Jewish People around the globe, and as the traditional Language of classical Judaic texts. RPRY is in compliance with the program's foreign language requirements.

Hebrew language is taught to all students, K- 8. Readiness begins prior to that. In pre-nursery, students use functional words and holiday-themed Hebrew words. Hebrew reading skills of all students, K – 3, are screened using the *MaDyk* assessment. Remediation is provided as necessary. We utilize a spiraling curriculum which strengthens foundational skills while broadening experiences and vocabulary. Students spend at least one third of their school day immersed in Hebrew language. It's the language of Judaic texts, conversation with teachers, and daily prayers and blessings. A vital component of the program is

the blending of English language learning with Hebrew. Students use comprehension, writing and literary skills to aid further language acquisition.

Culturally, students can converse with people worldwide. In a *Talmud* class via Skype, Israeli students converse in Hebrew with our students. Students enjoy connecting with Israeli pen-pals. Additionally, students have access to a wide variety of media. A particularly enjoyable unit is the viewing of an Israeli movie, followed by critique and contrast to a similar English language movie. Critical thinking and vital language skills are central to our World Language program.

Our mission includes instilling within students a love of the Jewish nation and the Holy Land. What better way to realize this dream than to provide students with the integral tool for success in Israel – Hebrew language! Our students use art elective time to draw murals depicting scenes in Israel. They choose Israeli music for zumba class and Israeli themes for class performances. We proudly march in the Salute to Israel Parade and have been formally recognized for excellent performance and overall creativity. Many graduates serve in the Israeli Defense Forces. Students gain skills to become life-long independent learners and bearers of our hallowed traditions. Indeed, through acquisition of the Hebrew language, students are presented with the gift that keeps on giving...for generations to come.

5. Instructional Methods:

RPRY provides opportunities to engage in a wealth of differentiated activities to make every student a successful learner. Flexible groupings, high quality anchor activities and a range of formative and summative assessments based on explicit criteria, ensure high levels of achievement for every student. Independent learning, small group learning, think-pair-share activities, hands-on projects, dramatic presentations, and interactive games are some of the strategies used to facilitate meaningful learning in the classroom.

Standardized assessment data from Terra Nova Achievement Test (annually), Dibels screening (three times yearly), SuccessMaker (twice weekly) scores and regular reviews of student work are collected for team review at grade level meetings to inform and guide instruction. Once instructional levels are identified, teachers use an array of strategies to address needs in a mixed ability classroom. Lesson plans include a section on differentiation by content, process or product to make certain that teachers embrace the facets of student engagement and learning. Once needs are identified, students access individual, small, and large group instruction with in-class-support and resource teachers to strengthen and expand on essential learning goals. This includes preparing “hint cards” to recall how to do a math word problem and making a graphic organizer for note taking or long term projects.

Students are provided opportunities to learn creatively, flexibly and in innovative ways. A new computer lab and science lab, and internet access in all classrooms, enhance existing programs. Additional classes in math, science and robotics augment an already rigorous reasoning and analytical skills program. The enrichment math class is a highlight for students. The library is open for students to research, read or study during free and unstructured times. Computerized programs, such as Waterford, SuccessMaker, Ariot CAL and Study Island, provide enriched and remedial instructional opportunities.

Every classroom has at least one computer. RPRY has seven SMARTboards and a mobile computer cart equipped with iPads, laptops, cameras, printers and scanners, for enrichment opportunities. For basic instruction, technology is used to house texts, materials, and research tools as a direct substitute for texts. It also augments instruction for guided reading and writing and formative assessment activities. Technology is used to provide modifications in program expectations that allows for significant task redesign. Finally, it is used to create and perform tasks that were not imaginable prior to current technology, like creating digital stories on the iPad video camera and developing games for formative assessment on the Smart Board.

6. Professional Development:

Rabbi Pesach Raymon Yeshiva is committed to keeping up with the latest proven methods of educational delivery. Our faculty is a community of life-long learners who engage in professional development, both institutional and individual, and are engaged in reflective study that provides opportunities to improve practice and foster student engagement.

Professional development for faculty members is aligned with academic standards and includes two annual in-service days and teacher-developed personal improvement plans, which are reviewed twice each year. Membership in *ASCD* enables teachers to enjoy online learning opportunities, at their leisure. Incentives are offered for additional professional development.

RPRY seeks opportunities consistent with its long-term plan of school improvement. Some include:

A Differentiated Instruction on-site trainer coached teachers to learn and to accommodate differences in learning styles, modalities and achievement levels. The teachers shared with colleagues, and invited peer observations, thus expanding the impact. As a result of this training, teachers currently prepare differentiated lessons. Students enjoy the new opportunities and are thriving, according to their individual levels and styles.

Many teachers completed *All Kinds of Minds* training, which created a shared understanding, as they strive to reach a large range of students with learning differences, special needs and exceptionalities. By identifying and articulating needs for gifted and special needs students, teachers are empowered to accommodate, modify, and enrich at individual levels. An extension program, *Hidden Sparks*, currently provides an external coach and two internal coaches who guide and advise teachers.

Teachers are engaged in curriculum mapping, to align instruction with the new Common Core Standards. Through this collaborative effort, teachers and administrators gained tremendous insight into articulation of goals through the grades, and designing cross-curricular units. Pacing improved and student performance was positively impacted. Individual plans employ a variety of strategies promoting critical thinking, problem solving and the performance of all learners.

A three year contract with the *BRAVE* program combines teacher training, student programs and parent education. With a goal of understanding social, emotional and physical development of children, this program focuses on bullying prevention.

Many faculty members participated in intensive SMARTboard training, and coach colleagues on the integration of technology.

Parent education classes and online webinars are offered, teacher participation is encouraged. Building partnerships with parents and community is of utmost importance and speaks volumes about the institution and its mission to empower students.

7. School Leadership:

RPRY's leadership philosophy focuses on the **whole child**. Using a team approach, the administrators partner with parents and teachers to ensure that students progress, succeed and reach new heights. Rather than viewing issues in isolation, they collaborate to address the academic, social, and emotional progress of each child and ensure continuity through the grades.

Administrators support and guide teachers. Teachers are encouraged to suggest ideas and methods of instruction. Regular grade level meetings are held. School leadership respects and values each faculty member, and encourages teamwork and mutual respect.

The Board of Education is responsible for setting the educational and religious policies. The Board of Directors is responsible for all non-educational areas.

The Principal supports each administrator, teacher and student in their respective roles. He creates an atmosphere of warmth and pride, in which students take risks and assume leadership roles. He is responsible for the well-being of children and staff, ensuring that all programs focus on student achievement, and pursuing opportunities to enrich the learning experience. The principal is responsible for selection, supervision and evaluation of administrative staff, and reporting progress to the Board of Education.

The Early Childhood (2 year – nursery), Lower School (grades 1 – 4) and Middle School (grades 5 – 8) Directors are responsible for curriculum, staffing, evaluation, and organization of their respective grades. They ensure the articulation and flow of curricular goals throughout the grade levels and that individual needs are met. They know each student by name, receive regular updates regarding the progress and needs of each child, meet with students regularly, and visit each class daily.

The Director of Guidance focuses on the well-being and safety of students. He meets with students individually, and provides group instruction, aimed at providing students with self-help and reflective skills. He interacts with parents, and liaisons to therapists and mental health professionals. He directs the Student Council and focuses on providing opportunities for leadership and school spirit.

The Director of Special Services oversees support to students with special needs, supports teachers, guides parents regarding accessing services, and liaisons to the county to procure funding for materials, support staff and technological aids.

The Admissions Director is responsible for all aspects of recruitment, admissions, and retention.

This integrated team approach ensures that the school's mantra, **Reaching and Inspiring All Learners**, is met consistently.

PART VI - PRIVATE SCHOOL ADDENDUM

1. Private school association: Jewish

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

3. What are the 2012-2013 tuition rates, by grade? (Do not include room, board, or fees.)

K	1st	2nd	3rd	4th	5th
<u>\$10465</u>	<u>\$12830</u>	<u>\$12830</u>	<u>\$12830</u>	<u>\$13745</u>	<u>\$13745</u>
6th	7th	8th	9th	10th	11th
<u>\$13745</u>	<u>\$14475</u>	<u>\$14475</u>	<u>\$</u>	<u>\$</u>	<u>\$</u>
12th	Other				
<u>\$</u>	<u>\$</u>				

4. What is the educational cost per student? (School budget divided by enrollment) \$13330

5. What is the average financial aid per student? \$8501

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?
27%

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 40%

PART VII - ASSESSMENT RESULTS

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: TN3-MA

Edition/Publication Year: TerraNova Third Edition, 2007

Publisher: CTB McGraw-Hill

Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	May	Apr	Apr	Mar
SCHOOL SCORES					
Average Score	73	74	79	68	75
Number of students tested	45	37	40	33	37
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	6	5	7	1	4
Percent of students alternatively assessed	13	14	18	3	11
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
TerraNova Third Edition (2007) was administered beginning in 2008-2009. TerraNova Second Edition (2000) was administered in the preceding years. Alternatively assessed students received modified testing conditions which include extended time and scribing/reading service. These are students who are identified with specific learning disabilities and have an active service plan.					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: TN3-MA

Edition/Publication Year: TerraNova Third Edition, 2007

Publisher: CTB McGraw-Hill

Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	May	Apr	Apr	Mar
SCHOOL SCORES					
Average Score	71	63	68	68	74
Number of students tested	45	37	40	33	37
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	6	5	7	1	4
Percent of students alternatively assessed	13	14	18	3	11
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
TerraNova Third Edition (2007) was administered beginning in 2008-2009. TerraNova Second Edition (2000) was administered in the preceding years. Alternatively assessed students received modified testing conditions which include extended time and scribing/reading service. These are students who are identified with specific learning disabilities and have an active service plan.					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: TN3-MA

Edition/Publication Year: TerraNova Third Edition, 2007

Publisher: CTB McGraw-Hill

Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	May	Apr	Apr	Mar
SCHOOL SCORES					
Average Score	73	78	82	79	79
Number of students tested	36	43	39	33	47
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	5	2	2	6	6
Percent of students alternatively assessed	14	5	5	18	13
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
TerraNova Third Edition (2007) was administered beginning in 2008-2009. TerraNova Second Edition (2000) was administered in the preceding years. Alternatively assessed students received modified testing conditions which include extended time and scribing/reading service. These are students who are identified with specific learning disabilities and have an active service plan.					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: TN3-MA

Edition/Publication Year: TerraNova Third Edition, 2007

Publisher: CTB McGraw-Hill

Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	May	Apr	Apr	Mar
SCHOOL SCORES					
Average Score	76	80	82	79	76
Number of students tested	36	43	39	33	47
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	5	2	2	6	6
Percent of students alternatively assessed	14	5	5	18	13
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
TerraNova Third Edition (2007) was administered beginning in 2008-2009. TerraNova Second Edition (2000) was administered in the preceding years. Alternatively assessed students received modified testing conditions which include extended time and scribing/reading service. These are students who are identified with specific learning disabilities and have an active service plan.					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: TN3-MA

Edition/Publication Year: TerraNova Third Edition, 2007

Publisher: CTB McGraw-Hill

Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	May	Apr	Apr	Mar
SCHOOL SCORES					
Average Score	85	76	77	71	77
Number of students tested	37	40	32	45	46
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	5	9	5	9	6
Percent of students alternatively assessed	14	23	16	20	13
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
TerraNova Third Edition (2007) was administered beginning in 2008-2009. TerraNova Second Edition (2000) was administered in the preceding years. Alternatively assessed students received modified testing conditions which include extended time and scribing/reading service. These are students who are identified with specific learning disabilities and have an active service plan.					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: TN3-MA

Edition/Publication Year: TerraNova Third Edition, 2007

Publisher: CTB McGraw-Hill

Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	May	Apr	Apr	Mar
SCHOOL SCORES					
Average Score	76	74	71	73	81
Number of students tested	37	40	32	45	46
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	5	9	5	9	6
Percent of students alternatively assessed	14	23	16	20	13
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
TerraNova Third Edition (2007) was administered beginning in 2008-2009. TerraNova Second Edition (2000) was administered in the preceding years. Alternatively assessed students received modified testing conditions which include extended time and scribing/reading service. These are students who are identified with specific learning disabilities and have an active service plan.					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 6

Test: TN3-MA

Edition/Publication Year: TerraNova Third Edition, 2007

Publisher: CTB McGraw-Hill

Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	May	Apr	Apr	Mar
SCHOOL SCORES					
Average Score	71	67	67	73	78
Number of students tested	33	33	48	41	49
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	8	4	9	9	6
Percent of students alternatively assessed	24	12	19	22	12
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:					
TerraNova Third Edition (2007) was administered beginning in 2008-2009. TerraNova Second Edition (2000) was administered in the preceding years. Alternatively assessed students received modified testing conditions which include extended time and scribing/reading service. These are students who are identified with specific learning disabilities and have an active service plan.					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 6

Test: TN3-MA

Edition/Publication Year: TerraNova Third Edition, 2007

Publisher: CTB McGraw-Hill

Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	May	Apr	Apr	Mar
SCHOOL SCORES					
Average Score	80	67	67	73	78
Number of students tested	33	33	48	41	49
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	8	4	9	9	6
Percent of students alternatively assessed	24	12	19	22	12
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:					
TerraNova Third Edition (2007) was administered beginning in 2008-2009. TerraNova Second Edition (2000) was administered in the preceding years. Alternatively assessed students received modified testing conditions which include extended time and scribing/reading service. These are students who are identified with specific learning disabilities and have an active service plan.					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 7

Test: TN3-MA

Edition/Publication Year: TerraNova Third Edition, 2007

Publisher: CTB McGraw-Hill

Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	May	Apr	Apr	Mar
SCHOOL SCORES					
Average Score	82	71	82	79	82
Number of students tested	29	47	40	50	41
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	4		6	8	6
Percent of students alternatively assessed	14		15	16	15
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		11			
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
TerraNova Third Edition (2007) was administered beginning in 2008-2009. TerraNova Second Edition (2000) was administered in the preceding years. Alternatively assessed students received modified testing conditions which include extended time and scribing/reading service. These are students who are identified with specific learning disabilities and have an active service plan.					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 7

Test: TN3-MA

Edition/Publication Year: TerraNova Third Edition, 2007

Publisher: CTB McGraw-Hill

Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	May	Apr	Apr	Mar
SCHOOL SCORES					
Average Score	74	73	80	71	79
Number of students tested	29	47	40	50	41
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	4		6	8	6
Percent of students alternatively assessed	14		15	16	15
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		11			
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
TerraNova Third Edition (2007) was administered beginning in 2008-2009. TerraNova Second Edition (2000) was administered in the preceding years. Alternatively assessed students received modified testing conditions which include extended time and scribing/reading service. These are students who are identified with specific learning disabilities and have an active service plan.					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 8

Test: TN3-MA

Edition/Publication Year: TerraNova Third Edition, 2007

Publisher: CTB McGraw-Hill

Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	May	Apr	Apr	Mar
SCHOOL SCORES					
Average Score	76	80	79	80	89
Number of students tested	37	37	49	42	45
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed		5	7	7	6
Percent of students alternatively assessed		14	14	17	13
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score	44				
Number of students tested	11				
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
TerraNova Third Edition (2007) was administered beginning in 2008-2009. TerraNova Second Edition (2000) was administered in the preceding years. Alternatively assessed students received modified testing conditions which include extended time and scribing/reading service. These are students who are identified with specific learning disabilities and have an active service plan.					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 8

Test: TN3-MA

Edition/Publication Year: TerraNova Third Edition, 2007

Publisher: CTB McGraw-Hill

Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	May	Apr	Apr	Mar
SCHOOL SCORES					
Average Score	81	78	77	79	83
Number of students tested	37	37	49	42	45
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed		5	7	7	6
Percent of students alternatively assessed		14	14	17	13
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score	47				
Number of students tested	11				
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
TerraNova Third Edition (2007) was administered beginning in 2008-2009. TerraNova Second Edition (2000) was administered in the preceding years. Alternatively assessed students received modified testing conditions which include extended time and scribing/reading service. These are students who are identified with specific learning disabilities and have an active service plan.					

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