

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.

>

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Urban or large central city

4. Number of years the principal has been in her/his position at this school: 7

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	7	13	20
K	10	17	27
1	18	12	30
2	16	14	30
3	14	17	31
4	14	14	28
5	17	14	31
6	11	19	30
7	16	13	29
8	16	9	25
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total in Applying School:			281

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
6 % Asian
1 % Black or African American
42 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
43 % White
8 % 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.	0
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	3
(3)	Total of all transferred students [sum of rows (1) and (2)].	3
(4)	Total number of students in the school as of October 1, 2011	273
(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: 0%
Total number of ELL students in the school: 0
Number of non-English languages represented: 0
Specify non-English languages:

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

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

We do not offer free and reduced lunch based on survey of parents and financial need scholarship applications.

10. Percent of students receiving special education services: 2%
 Total number of students served: 6

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>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>5</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>1</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:

	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>3</u>	<u>0</u>
Classroom teachers	<u>15</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>1</u>	<u>8</u>
Paraprofessionals	<u>0</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>2</u>	<u>4</u>
Total number	<u>21</u>	<u>12</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:

18:1

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	98%	97%	98%	98%	99%
High school graduation rate	0%	0%	0%	0%	0%

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

St. Francis Academy is a private Franciscan elementary school located in Union City, an urban area in the Archdiocese of Newark. The well tended building and grounds transitioned from an orphanage to the Academy in 1959. Under the auspices of the Missionary Franciscan Sisters of the Immaculate Conception the first class graduated in 1968. Staffed exclusively by the sisters for decades the academy now has six Franciscans residing in the attached convent and working part time in the school. The first lay principal was appointed seven years ago and continues to uphold the strong Franciscan charism that has been the guiding beacon of the St. Francis Academy experience. SFA has been twice accredited by the Middle States Commission on Elementary Schools and will be soon undertaking a third re-accreditation study.

St. Francis Academy, a private separately incorporated school, possesses an impeccable reputation throughout the Archdiocese of Newark. The academy draws its student population from over twenty-two cities and from varied ethnicities, religious affiliations, and socioeconomic levels. Totally self-supporting, a diligent Board of Trustees, Parents' Guild, and alumni involvement allow the academy to maintain an affordable tuition and to partially subsidize current students facing financial hardship thus maintaining the Franciscan tradition of inclusivity.

St. Francis Academy embraces a Christ-centered education. The devoted administrative team, faculty and staff envision themselves as people striving to live the Gospel message and inspiring academic achievement. By embodying Christian values, they nurture attributes that not only contribute to children's personal growth, but also lay the foundation for a strong society. The comprehensive curriculum is an integration of intellectual, religious, social and physical activities. Together with scholastic endeavors, myriad extracurricular opportunities engage students in meaningful pursuits, enhance character development and reveal innate talents. A deep and enriching spiritual life is cultivated through participation in the liturgical, sacramental and communal life of the Roman Catholic Church.

The hallmark of an SFA graduate is strong Franciscan spirituality and superior academic achievement. SFA forms men and women of strong moral character, compassionate believers in a preferential option for the poor, willing to work for social justice and the betterment of the world. Many of the alumni of SFA have taken leadership positions in their parishes. SFA graduates have given service in foreign and domestic missions with Maryknoll and Jesuit lay groups. St. Francis Academy graduates display a strong support for Catholic education, whether as a Catholic school teacher or parent of a Catholic School student. This giving spirit begins in the halls of St. Francis Academy where the values of sharing and caring are inculcated daily.

St. Francis Academy students happily support the mission efforts of the Church. The students have raised funds to provide farm animals to an African village, supported an orphanage in Haiti, collected school supplies for Katrina stricken classrooms, conducted a toy drive each Christmas for a local church and given over 500 hoodies and gloves to the homeless. SFA also supports a local food pantry throughout the year.

The dedicated faculty instills in their students a tremendous work ethic which carries them successfully through the most prestigious colleges and universities. The class of 2011 received approximately \$700,000 in academic scholarships and the class of 2012 \$400,000 in scholarships. Area high schools seek out SFA students not only for their academic ability but for their willingness to serve in leadership roles, their cooperative and mannerly attitude and their decision making ability achieved through the use of critical thinking.

St. Francis Academy students are proud of their school and are eager to share their SFA experience with visitors to the school as student ambassadors. The extensive tour given by student ambassadors is

frequently the deciding factor in parents' search for a quality school. Students of SFA feel a sense of ownership and responsibility and are always ready to lend a helping hand as love and respect permeate the halls of SFA.

For the past 52 years the Parents' Guild of St. Francis Academy has worked along with the administration and faculty to support the mission and vision of the school. The Guild's diligence and creativity have welcomed generations of families to the school with their many social activities. Their strong financial support has allowed the school to expand the faculty, support the strategic plan for technology and maintain the beauty and structural integrity of the facility.

At this juncture in history SFA finds itself in a most auspicious position. Enrollment at peak, a highly educated and competent faculty, students working to potential, standardized test scores well above average prove this fact. SFA has recently built a state of the art playground to support learning through play. In keeping with Franciscan tradition solar panels have been installed with the support of a caring SFA family. As SFA steps into the future all are honored to apply for recognition as a national Blue Ribbon school.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

St. Francis Academy performance levels on the TerraNova, Third Edition, are in the top 15 percent of schools in the nation thus meeting the criteria for an exemplary high performing school. Students at SFA in grades K through 8 take the TerraNova, Third Edition, a standardized achievement test published by CTB/McGraw Hill. TerraNova is used in public and private schools nationwide to measure academic achievement. SFA uses the results to track student progress and to monitor the effectiveness of instructional programs. Grades K, 1, 2, 4 and 6 use the Complete Battery of TerraNova, Third Edition. Selected-response test items provide detailed diagnostic information on students' basic and applied skills in the areas of reading, math, language, science and social studies. Grades 3, 5 and 7 use the Multiple Assessment form of the test which consists of constructed-response and selected-response test items providing detailed diagnostic information on students' basic and applied skills in all the aforementioned curriculum areas. The In View Test of Cognitive Skills is used in conjunction with the TerraNova in order to reliably measure skills and abilities important for academic success and aids in identifying students for placement in the most appropriate small learning community.

The mean group scores for grades 3 through 8 in 2011-12 TerraNova testing range from 69-84 in reading and 70-85 in mathematics. Grades 3, 6 and 7 exceeded the Blue Ribbon cut scores by at least 9 points in both reading and mathematics with third grade's reading score exceeding the cut score by 19 points and the group's mathematics score exceeding the cut score by 16 points.

Student assessment data is always viewed within the context of the Franciscan philosophy of educating the whole child which demands that kindness, creativity and conscience be as valued as academic achievement. SFA encourages strong academic achievement and is gratified to be in the august company of the many fine schools applying for Blue Ribbon honors. The administration and faculty of SFA are most satisfied when our students achieve their potential, surpassing their anticipated scores. While the majority of SFA students score within the above average range on TerraNova testing, attention is also given to the level of mastery each student demonstrates on specific TerraNova objectives. This allows for a more targeted approach to instructional improvement.

As SFA has only one cohort of each grade it is most revealing to track their academic progress. For instance, the Class of 2011 cohort was a high performing group throughout their tenure at SFA. Over 75% of the students scored in the proficient and advanced area in reading and math. It was no surprise that this class received over \$700,000 in academic scholarships. The majority of this group entered Advanced Placement Algebra, French and English classes. The scores for the Class of 2012 cohort showed some fluctuations from year to year which led to the implementation of various strategies to address the instructional needs identified within this group. In 2009-2010 this group obtained a score of 63 in the area of math; in 2010-2011 their math score increased to 72. Specific interventions used to increase understanding included: comprehension of math vocabulary, real life assignments, time-drills to boost fluency, effective test preparation strategies, and an extra hour of math instruction per week.

The current 8th grade, the Class of 2013 cohort, has shown consistent growth over the past five years. The cohorts mean score in reading improved from 73 in Grade 3 (2007-2008) to a score of 81 in Grade 7 (2011-2012). The group's math score improved from 60 in Grade 3 to a score of 79 in Grade 7.

Most SFA students perform at a proficient level, an ideal for every student. When a student has greater academic needs they are addressed expeditiously. Academic support is offered through the services of the remediation team and the child study team if necessary.

One of the most gratifying discoveries when scrupulously examining the data tables is the authentic success of the small learning communities of St. Francis Academy. The fourth grade students in advanced mathematics class taught by the president of SFA all scored above the 95th percentile in their mathematics composite score. For some students this was as much as 20 percentile points above their anticipated score. Meeting students' needs with challenge or remediation is a proven prescription for academic success. This is demonstrated throughout the data tables of St. Francis Academy from grades 3 through 8 with the majority of students scoring above their anticipated scores.

St. Francis Academy, which is located in an urban area populated by a strong Hispanic community, has always welcomed and met the needs of our Hispanic population. In the process of disaggregating the scores of the Hispanic subgroup it was discovered that the class of 2013 Hispanic subgroup scored higher in math and reading than the total group. In the area of math the Hispanic subgroup was five percentile points higher than the total group and in the area of reading four percentile points higher. The Grade 6 Hispanic subgroup scored nine points above the Blue Ribbon cut scores in reading and seven points above the mathematics cut score. The 2011-12 Grade 7 Hispanic subgroup scored 16 points above the cut score in reading and 14 points above the cut score in mathematics. After careful examination of the Hispanic subgroup data the conclusion reached is that St. Francis Academy's Hispanic students are high performing in the areas of math and reading.

Reading and mathematics have always been a strength at SFA and as the data tables show, with slight fluctuations, SFA continues to score well in these areas. These results attest to the importance of small learning communities, highly qualified teachers and parental involvement to support students' academic achievement.

2. Using Assessment Results:

TerraNova score reports arrive at St. Francis Academy in early May. The administrative staff immediately organizes the testing results into grade level binders and a principal's binder. The principal examines testing results for a general overview, then spends many hours dissecting and comparing the results of classes and individuals. SFA's principal firmly believes that she must have thorough knowledge of the results to understand the relationship between test scores, curriculum, instructional delivery and school culture.

With alacrity a faculty meeting is scheduled and testing results are carefully examined. The homeroom teacher receives the class binder and shares the results with small group instructors. Hours are spent in examination and discussion of results. The previous years' binders are also available to compare fluctuations in an individual child or class score. The principal circulates through the room helping to assess weakness and strengths revealed by the TerraNova results. Class-wide inconsistencies in a curriculum area are conscientiously investigated for this may indicate a gap in pedagogy. Several years ago a weakness was cited in the math subsection of measurement. The novice teacher was mentored in this area, manipulatives were purchased and project based learning was implemented. Measurement was a strength for this class in the following year's TerraNova testing. This teacher's following classes also scored higher in this area.

Though this initial perusal of the data tends to generate anecdotal evidence a systematic study is undertaken. With the aid of the technology department a presentation of the school's TerraNova results is prepared. This presentation illustrates the strengths and weaknesses using graphs and charts. Groupings of students and grade levels are compared to clarify results. The national, local and school scores are contrasted, generally showing SFA students scoring at a higher level than their counterparts. This visual presentation, which is initially viewed by the faculty and then by parents and upper grade students, helps develop a better understanding of this vast amount of data.

As preparations are made for the distribution of the TerraNova scores the principal conferences with every teacher, stressing the importance of the In View Test of Cognitive Skills and the anticipated score

generated by this assessment tool. When presented with a clear explanation of the anticipated score parents have an improved understanding of their child's ability and effort. No parent may receive TerraNova test scores without a conference with the teacher or principal.

Students in the junior high also meet with the principal to discuss their outcomes. Goals for improvement are set at this time and a discussion of high school ensues. The principal also informs high achieving boys if their scores will permit them to apply for Regis High School, NYC, a full scholarship Jesuit high school. St. Francis Academy students have applied and been accepted to Regis High School for many years. At this time seven SFA graduates attend Regis. The Class of 2013 includes five young men academically eligible, who have taken the Regis Entrance Test. We now await notification with great anticipation.

The Archdiocesan Schools Office provides superior professional development opportunities for administrators, teachers, and parents on testing results. The Assistant Superintendent of Curriculum and Testing speaks to the SFA staff on testing and Instructional Improvement Plans annually. The SFA faculty meets for two days in June to examine standardized test scores, report cards and teacher recommendations as we plan curriculum and professional development for the following year. Instructional Improvement Plans are designed to improve classroom instruction. These are reviewed at grade level meetings with the administration throughout the year and a copy is sent to the Archdiocesan Schools Office. At this time faculty and administration assign students to small learning communities based on standardized test scores, teacher recommendation and parental input.

In reviewing the TerraNova scores of 2009-2010 a drop in mathematics was noted in Grade 5. The Instructional Improvement Plan spotlighted best practices in this area of curriculum and scores were notably improved. St. Francis Academy educators dedicate themselves to student improvement with discipline and focus on the individual needs of students. The reception of the Blue Ribbon Award would be recognition for a job well done.

Every decision made at St. Francis Academy originates from our mission to educate the whole child. Our many hours spent improving instruction and student learning has paid premiums. Throughout the years St. Francis Academy celebrates and publicizes students' achievements in a variety of ways. A ribbon for a Kindergarten student who has read to the principal, announcements of high school scholarships at our Pasta Dinner Mass, pictures in our local paper of the Spelling or Geography Bee champs, and special recognition of student achievements on the school website are regular occurrences at SFA. Strong academic achievement is valued, but more valuable is every child working to their full potential.

3. Sharing Lessons Learned:

As Catholic School educators the administration, faculty and staff readily collaborate on pedagogical matters within the school and throughout the Archdiocese. Faculty meetings held once a month, and grade level meetings allow for professional collegiality. Standardized test scores are studied, compared

and discussed as the faculty prepares their Instructional Improvement Plans for the academic year. Instructional Improvement Plans are sent to Archdiocesan Schools Office and shared with colleagues at deanery meetings.

SFA's administration is frequently commended on their ambitious participation in professional development: Law Symposium, the NCEA, Gessell Institute training and Enrollment Management. SFA's principal was invited to speak to the new principals of the Archdiocese on spending professional development funds in a more creative manner. All professional development plans are shared by the principal with parents at monthly meetings and with fellow principals at deanery meetings. Teachers attend various workshops throughout the summer months and present turn-key training to their colleagues. In August 2012 SFA's faculty shared the experiences gleaned from Columbia University's Reading and Writing Program, and Steven's Institute of Technology's Center for Innovation in Engineering and Science Education (CIESE).

St. Francis Academy has many requests from colleges to have student teachers complete their required observations in its classrooms. The faculty welcomes the opportunity to mentor future educators. During the annual summer program the principal encourages college alumni entering teacher education programs to test their wings with small groups. SFA also partners with Seton Hall University's Educational Partners in Catholic Schools (EPICS) program, mentoring and training highly motivated and committed young educators.

SFA has partnered with the Guttenberg Public School inviting their Gifted and Talented Program to present their yearly projects. SFA students share an exchange of ideas and knowledge generating understanding and respect between varied educational settings. The Science Department of Guttenberg Public School graciously judges SFA's annual Science Fair sharing best practices as they evaluate projects.

SFA's Science Coordinator has within the last two years taken over the role of Catholic schools liaison to the Hudson County Science Fair. This involves deep engagement with the community and with all Catholic schools participating in the fair. In the area of science, SFA has participated in the federally funded Center for Innovation in Engineering and Science Education since its inception. This stellar program has involved five SFA teachers in a collaborative community of over 200 public and private school teachers supporting each other in the area of science education.

4. Engaging Families and Communities:

Parents are the first and most important teachers of their children. St. Francis Academy advocates strong parental involvement in all areas of the school and as a result continues to be a high achieving learning environment.

SFA has recognized that the keystone to engaging families and community for students success is clear and focused communication. St. Francis Academy administration and faculty meet with parents on a regular basis to discuss student progress. Progress reports are sent home at the midpoint of each trimester and teachers readily meet with any parents with concerns. Parents must meet with teachers for report cards, progress reports, TerraNova and Writing Assessment scores. The faculty is well trained in helping parents to understand all testing results. In January meetings are held with principal, teacher and parents to discuss the strategies available for struggling learners. Parents and teachers alike agree that open and frequent communication is vital for students' optimal progress.

SFA's administration regularly reaches out to community leaders to be certain that students participate in a broad spectrum of activities. The Knights of Columbus, Partnership for a Drug Free NJ, the Lions Club and the Serra Club are such groups who regularly include SFA students in their activities. SFA's

administration maintains close affiliation with the area high schools to support students in choosing a high quality secondary education.

St. Francis Academy is fortunate to be located in the New York metropolitan area where students are exposed to world class cultural organizations. SFA students study and attend two operas at the Metropolitan Opera each year. The Museum of Natural History, Bronx Zoo, Bronx Botanical Gardens, and the Metropolitan Museum of Art are regular destinations for SFA field trips. Closer to home our local police and fire department are frequent guests. Rutgers Science Bus, Liberty Science Center, Quiver Farms and Steven's Institute of Technology CIESE team engage the hearts and minds of our children with each visit.

On St. Patrick's Day our choir organizes and performs a program for the sisters residing at the Missionary Franciscan Sisters retirement home in Tenafly, NJ. Our students interact with a senior citizen knitting group in an area parish and were able to bring 50 prayer shawls to the retired sisters which had been blessed by the pastor of the local church. St. Francis Academy also supports a local food pantry with three yearly food drives.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

St. Francis Academy follows the curriculum guidelines of the Archdiocese of Newark and the New Jersey Core Curriculum Standards. John Kerr's definition of curriculum best expresses SFA's philosophy: "All learning which is planned and guided by the school, whether carried on in groups or individually, inside or outside the school." The curriculum of SFA is a living entity constantly refining itself to meet the needs of individual learners and the unique styles of instructors.

Religion

Religious studies permeate the curriculum of SFA and is the core of the mission, vision, and culture of the school. The Franciscan ethos of stewardship of God's creation, outreach to the poor, and a deep spirituality are the basis of SFA's religious studies program. All shareholders participate in liturgical celebrations led by students and faculty. The magnificent chapel connecting the convent and the school provides a worship space which engages all. SFA students have been champions of the Archdiocesan Catholic Challenge for the past seven years.

Reading/Language Arts

SFA's language arts program provides a solid basis for all learners to become skilled readers, writers, and speakers. A substantial focus is placed upon mastery of English grammar which allows students to become successful writers. SFA students take the CTB Writing Assessment in Grades 4 and 7, with students consistently achieving above average results. Public speaking is a vital piece of SFA's curriculum. The award winning Forensics Team, poetry program and lector group ensure mastery and confidence in oral communication.

Social Studies

Social Studies is a rich, complex and cross curricular learning experience at SFA. In addition to scheduled social studies lessons kindergarten through Grade 5 receive weekly specialized map skills instruction. Social Studies teachers regularly employ cooperative and project based learning to create an enthusiasm for history, geography, civics and economics. Field trips complement the curriculum and extend student understanding. A three day trip to our nation's capital culminates the two year study of American history undertaken by Grades 7 and 8. Utilizing the Bookworms project Grades 6 through 8 participate in a comprehensive study of the Holocaust which incorporates visiting the Holocaust Museum. SFA's Geography Bee winners have twice been top ten finalists in the New Jersey Geography Bee.

Fine Arts Program

The Fine Arts programs at SFA includes a host of music, art and dance classes to allow for the evolution of the whole child. Major concerts are performed twice a year. SFA's staff includes two music teachers, two dance instructors, and a full time art teacher. Jubilate Deo, the award winning school choir, displays the talents of singers from grades 2 through 8. Concert band, violin, recorder, guitar and hand bell choir make up the SFA instrumental program. Kinderdance and ballet promote creative movement and musicality in early childhood. An intensive study of drawing and painting have garnered top prizes in both state and local competitions. Drama prizes have been regularly won by the competitive Forensics Club. As appreciators of the fine arts SFA students attend an array of performances encompassing the opera, ballet, Broadway and Shakespearean theater. SFA is a member of the Metropolitan Opera Students Program and students regularly attend opera dress rehearsals, the most recent being The Barber of Seville.

Physical Education

SFA's physical education curriculum encourages students to become healthy individuals appreciating God's gift of their bodies. This year an expansive new playground structure has been installed at SFA to encourage learning through play. SFA offers karate, basketball, track, cheerleading, dance, walkathon, and a variety of other motor skill building activities.

Foreign Language

All students attending SFA receive French instruction twice a week for 45 minutes. Conversation and grammar skills are stressed in a developmentally correct manner. St. Francis Academy is in compliance with the program's foreign language requirements.

2. Reading/English:

At St. Francis Academy the faculty and administration believe the primary goal of reading instruction is to develop a love for the written word through exposure to the very best in children's literature. In 2004, as the Academy approached the Middle States re-accreditation project, focus was on improvement of the reading program. Though TerraNova scores were above average in the area of reading, the majority of students lacked a passion for the written word. The "Bookworms" project was implemented and has become a cornerstone of the reading curriculum. The best of current children's literature is carefully chosen by the administration and faculty using recommendations from the American Library Association, the Horn Book, children's literature blogs and various resources. All grades read one pre-chosen trade book per month and five to seven books over the summer. The students and parents have embraced this project and the creative assignments generate excitement and improve overall reading and writing skills. The selection of the Newberry and Caldecott Awards are an exciting day at SFA. The project has also led to a major influx of new book selections in the library.

The foundation of SFA's formal reading program is the Scott Foresman Reading Street series chosen for its balanced approach to literacy, which incorporates skill acquisition through various reading strategies and genres. Formal reading instruction takes place for a minimum of one hour per day to allow the incorporation of vocabulary, comprehension, phonics, word attack skills, and other strategies. Success in acquiring strong literacy skills is greatly increased by integrating these skills. Students' metacognition and the ability to make meaningful connections across the curriculum is also enhanced.

SFA's reading program emphasizes differentiated and small group instruction in order to meet the needs of all learners. Small groups led by reading specialists receive remediation or acceleration as needed. Lower grades separate into three classes and upper grades into two. Every effort is made at SFA to ensure that students have a successful and positive experience as they learn the fundamentals of reading. The use of technology is an important component of the reading program and allows students to actively engage in cooperative learning and reinforcement of skills.

3. Mathematics:

St. Francis Academy mathematics program is designed to provide the essential skills necessary to aid all students in becoming proficient in fundamental math skills, competent and resourceful problem solvers and to be able to effectively transition to secondary school. In order to achieve success in mathematics SFA adheres to the New Jersey Core Curriculum Content Standards which define what students should understand, and be able to do in their study of mathematics.

The principal of SFA was a member of the Archdiocesan Committee entrusted with the complete revision of the Archdiocese of Newark's Mathematics Curriculum Guidelines. The framework of the new curriculum is the Common Core State Standards for Mathematics. The guidelines emphasize the use of

real world applications and the integration of mathematics throughout the curriculum. In conjunction with the implementation of the new curriculum guidelines SFA's faculty has received extensive professional development. SFA teachers have joined teachers from throughout the deanery to analyze mathematics curriculum requirements and share effective methods of instruction.

The key to SFA's math success lies with the quality and quantity of skilled math instructors present in classroom. This group of consummate professionals believes students learn most efficiently when presented with rich tasks which motivate, challenge and inspire students. Teachers use a variety of resources and real world applications to achieve insight into mathematical topics across the grade levels. Students are encouraged to speak the language of mathematics and ably explain underlying concepts, orally and in writing. Use of Promethean boards has added a new excitement to math class.

SFA's math program is designed to address students' varied levels of mathematics proficiency by placing a strong concentration on the child's individual needs. Administration and faculty utilize standardized test scores and teacher recommendation to ensure the best placement for every student. Small group instruction is SFA's key to success in concert with one hour of math each day for all students. Students with special needs receive academic support services from the Basic Skills teacher.

Proudly, math is an area of strength at SFA shown clearly by the TerraNova scores. Nowhere is this more evident than in the Grade 7 Pre-Algebra class with emphasis on signed numbers, percents, decimals and fractions strengthening the students' arithmetical fundamentals in preparation for Algebra I. All eighth grade students take an Algebra I class based upon their ability. A large number of SFA students are placed in honors math classes in competitive high schools.

4. Additional Curriculum Area:

The goal of St. Francis Academy's science curriculum is the development of a deeper understanding of the powerful relationship of God as Creator in the world of science. As a Franciscan community the Academy espouses a strong concern for the natural world, rooted in the belief that all creation is religiously significant. Students are brought to a realization, through rigorous science instruction, that God desires His world to become a more perfect place through the ethical use of scientific knowledge.

St. Francis Academy's administration and faculty have made a serious and concerted effort to raise science achievement throughout the school, particularly in the lower grades. The concern stemmed from the standardized test scores of Grades 1 through 4, though average, the faculty desired improvement and the growth of curiosity and eagerness for scientific knowledge in these young learners. To accomplish this task a decision was reached to focus all field trips, classroom workshops and extracurricular activities on science. Students participated in the New York Botanical Gardens' Seasonal Plant Explorations in the Everett Children's Adventure Garden which provided a living and vibrant stage for hands-on learning about plants in our world.

SFA is fortunate to be conveniently located near Liberty Science Center. In conjunction with field trips to the science center SFA hosts the Traveling Science Program bringing a wide range of scientific topics to the students. Little Dragon's Digestive System and Science Circus were interactive learning experiences. Along with traditional pedagogy, these extra activities have improved student achievement, science test scores and students' awareness of the natural world.

The science curriculum is a rigorous program based upon the scientific method. Using an integrated approach, real time data, and collaborative projects students study earth and space, life science and physical science. SFA's science teachers use technology and experimentation in the science lab to bring students to a full understanding of science. Each year SFA hosts a major science fair. All students from grades 5 through 8 participate, presenting their projects to outside judges. The winning projects are

presented at the Hudson County Science Fair where students have attained gold, silver and bronze awards.

SFA's participation in Stevens Institute of Technology's Center for Innovation in Engineering and Science Education program has unequivocally strengthened the school's science program. As SFA students enter the high school science arena they excel particularly in chemistry and physics and many advance into scientific fields of study.

5. Instructional Methods:

St. Francis Academy meets the diverse needs of students by uniting mission and goals to pedagogy and concentration on the whole child's development: spiritual, academic, physical, emotional and social. The academy achieves these goals by differentiating instruction to meet the needs of all. Cohorts are placed in small learning communities for reading and math to challenge and foster individual growth. This is based on TerraNova scores, teachers' recommendation and learning styles. Teachers analyze and evaluate a variety of methodologies and through consensus create the most effective learning environment. Instructors carefully plan lessons utilizing multiple intelligence theory and research based concepts. The faculty integrates cooperative learning models, technology, project based learning, cross curricular lessons and team teaching in order to meet the needs of students.

St. Francis Academy is blessed with the ability to provide extensive support staff in the areas of math and reading. This support come in the form of part time Franciscan sisters, a Basic Skills instructor provided by the Essex County Commission, a speech pathologist and an itinerant teacher of the deaf. This abundance allows for the development of small learning communities using inclusion and pull-out strategies and individualized instruction for SFA's diverse learners. The student population includes accelerated learners, proficient students, children with Individual Service Plans and a hearing impaired student.

Cooperative learning methods are employed across the curriculum providing students with an opportunity to teach and learn with their peers. SFA's classrooms have internet access and students and teachers have been trained in the use of Promethean Boards. Smart Tables are used in the early childhood classrooms. Nooks and Kindles frequent literature classes and iPad's will be used in the classrooms this year allowing teachers and students to enter a unique learning environment more conducive to reaching the entire spectrum of learners.

Educational field trips and classroom workshops are essential facets of the curriculum and appeal greatly to all learning styles. SFA students also prepare for a variety of competitions with the help of their teachers and fellow students. Students spend after school hours quizzing each other for spelling bees, the Catholic Challenge, Scholastic Olympics, Geography Bee, Jeopardy, and Math Games with unquestionably favorable outcomes.

The dedication and ability of the SFA administration and faculty to motivate and empower students of all abilities to excel springs from the deeply held belief that all children deserve an environment in which they may grow and thrive.

6. Professional Development:

A strong emphasis is placed upon professional development by the administration, faculty and staff of St. Francis Academy. The belief that educators must be life-long learners is a basic tenet of the academy's professional development philosophy and plan. The administration and faculty espouse the theory that professional development must be authentic and valued by educators to achieve an impact on the practice of teaching and most importantly on improved student learning

The faculty and staff of SFA are strongly encouraged to continue their formal education using an advantageous arrangement with area Catholic colleges and universities offering a generous tuition discount for Catholic school educators. With the administration's advice and encouragement over 80% of the faculty now hold masters degrees or multiple masters, some members of the staff are also pursuing doctoral level work.

Teachers at SFA support one another while sharing best practices in team teaching. Master teachers advise and mentor the newest teachers. Teachers at SFA are guided by the Franciscan charism's emphasis on the dignity of every child, the belief that all children can learn, commitment to ethical and reflective practices and community and school collaboration.

In a concerted effort to bring the Early Childhood Program into alignment with the developmental markers of its youngest learners extensive professional development opportunities have been undertaken. Smart Tables were purchased for the Early Childhood Program and teachers were trained in their use. Apple provided on-site professional development on the use of iPad's in Pre-K and Kindergarten learning centers. Early Childhood professionals and the principal attended the Gesell Institute's three day workshop where they were trained to observe and interpret behaviors in the areas of neuro-motor, language and cognitive development.

For the past five years SFA math and science teachers in collaboration with Steven's Institute of Technology have spent two weeks each summer assessing the impact of curricula on student learning in the areas of math, science, and technology. This grant funded professional development program also provides classroom support personnel for varied lessons. The Center for Innovation in Engineering and Science Education has been of invaluable assistance in upgrading math and science instruction at SFA.

Upper grade reading teachers have attended the prestigious Columbia Teachers' College Reading and Writing Project. This five day institute has guided teachers as they strive to turn classrooms into richly literate reading and writing environments.

7. School Leadership:

St. Francis Academy, a private separately incorporated school under the auspices of the Missionary Franciscan Sisters of the Immaculate Conception, credits much of its success to the strong leadership team which envisions the future of this successful learning community. The leadership team consists of a President and Director of Finance, both Missionary Franciscan Sisters, and a lay principal who has dedicated twenty four years to the academy. These women are ably assisted by an enthusiastic Board of Trustees and the guidance of the Missionary Franciscan Leadership Circle of Boston. The leadership team's vision of the future is securely rooted in the Gospel message and Franciscan tradition. Communication among these various groups is considered to be of the utmost importance to the success and continuation of the mission and vision of St. Francis Academy.

The principal is charged with the daily running of the school and is a visible presence. The principal readily communicates with parents and guardians and knowledgeably speaks of every child's progress and challenges. The principal visits every classroom daily, checking student progress and encouraging excellence. SFA's principal has been twice nominated by the Archdiocese of Newark for the NCEA distinguished principal of the year award.

As the spiritual leader of SFA the principal strives to build community, providing worship and service experiences for teachers, parents and students. Building upon the enduring foundation of the sisters the principal leads by example, energizing the faculty, parents and students to live the Franciscan culture of respect and dignity for all God's creation.

The principal's leadership style is one of collaboration, stressing the importance of clear and continuous communication. Weekly subject and grade level meetings encourage open discussion of curriculum concerns, student progress and assessment. Monthly faculty meetings are dedicated to professional development, grant writing and technological training. The principal strongly believes in teacher autonomy and leadership and when hiring scrupulously selects candidates with a passion for teaching and learning, who are eager to pursue opportunities for growth. A culture of high expectations serves to enhance and support the school culture.

The Parents' Guild of SFA, a group of volunteer parents, diligently works year round to ensure the financial stability of the Academy. In the Franciscan tradition of inclusion the Board, Finance Director and Development Office, under the guidance of the President, strategize effectively to keep Franciscan education affordable for families of all socio-economic levels.

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

K	1st	2nd	3rd	4th	5th
<u>\$4500</u>	<u>\$4500</u>	<u>\$4500</u>	<u>\$4350</u>	<u>\$4350</u>	<u>\$4350</u>
6th	7th	8th	9th	10th	11th
<u>\$4350</u>	<u>\$4350</u>	<u>\$4350</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
12th	Other				
<u>\$0</u>	<u>\$0</u>				

4. What is the educational cost per student? (School budget divided by enrollment) \$5500

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

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?
0%

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 3%

PART VII - ASSESSMENT RESULTS

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: TerraNova

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

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	85	76	88	65	60
Number of students tested	27	32	19	28	25
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score		76	83	61	53
Number of students tested		25	13	21	15
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:					
<p>Number of Hispanic students in Grade 3 in 2012 was less than 10 therefore scores for this subgroup were not reported. The Archdiocese of Newark began administering TerraNova 3rd Edition in March 2009. TerraNova 2nd Edition was administered in March 2008. According to test publisher CTB/McGraw Hill NCE scores can be averaged. Scores are reported as the National Percentile that correlates to the mean NCE as per CTB correlation table.</p>					

13PV65

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: TerraNova

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

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	84	72	78	70	73
Number of students tested	27	32	19	28	25
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score		71	70	67	73
Number of students tested		25	13	21	15
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:					
<p>Number of Hispanic students in Gr.3 in 2012 was less than 10 therefore scores for this subgroup were not reported. * The Archdiocese of Newark began administering TerraNova 3rd Edition in March 2009. TerraNova 2nd Edition was administered in March 2008. * According to test publisher CTB/McGraw Hill NCE scores can be averaged. Scores are reported as the National Percentile that correlates to the mean NCE as per CTB correlation table.</p>					

13PV65

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: TerraNova

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

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	70	77	75	68	78
Number of students tested	31	25	26	22	30
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score	69	63	70	71	74
Number of students tested	22	11	18	13	22
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:					
*The Archdiocese of Newark began administering TerraNova 3rd Edition in March 2009. In March 2008 TerraNova 2nd Edition was administered. * According to test publisher CTB/McGraw Hill NCE scores can be averaged. Scores are reported as the National Percentile that correlates to the mean NCE as per CTB correlation table.					

13PV65

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: TerraNova

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

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	69	80	74	72	67
Number of students tested	31	25	26	22	30
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score	66	73	71	72	60
Number of students tested	22	11	18	13	22
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:					
* The Archdiocese of Newark began administering TerraNova 3rd Edition in March 2009. In March 2008 TerraNova 2nd Edition was administered. * According to test publisher CTB/McGraw Hill NCE score can be averaged. Scores are reported as the National Percentile that correlates to the mean NCE as per CTB correlation table.					

13PV65

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: TerraNova

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

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	72	78	65	71	73
Number of students tested	26	29	28	27	31
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score		73	62	66	68
Number of students tested		18	14	19	20
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:					
<p>Number of Hispanic students in Grade 5 in 2012 was less than 10, therefore scores for this subgroup were not reported. *The Archdiocese of Newark began administering TerraNova 3rd Edition in March 2009. In March 2008 TerraNova 2nd Edition was administered. * According to test publisher CTB/McGraw Hill NCE scores can be averaged. Scores are reported as the National Percentile that correlates to the mean NCE as per CTB correlation table.</p>					

13PV65

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: TerraNova

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

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	70	84	77	73	85
Number of students tested	26	29	28	27	31
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score		79	75	67	81
Number of students tested		18	14	19	20
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:					
<p>Number of Hispanic students in Grade 5 in 2012 was less than 10, therefore scores for this subgroup were not reported. * The Archdiocese of Newark began administering TerraNova 3rd Edition in March 2009. In March 2008 TerraNova 2nd Edition was administered. * According to test publisher CTB/McGraw Hill NCE scores can be averaged. Scores are reported as the National Percentile that correlates to the mean NCE as per CTB correlation table.</p>					

13PV65

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 6

Test: TerraNova

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

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	78	74	63	83	68
Number of students tested	29	26	28	28	31
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score	73	73	58	76	62
Number of students tested	15	13	19	17	21
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:					
* The Archdiocese of Newark began administering TerraNova 3rd Edition in March 2009. In March 2008 2nd Edition was administered. * According to test publisher CTB/McGraw Hill NCE scores can be averaged. Scores are reported as the National Percentile that correlates to the mean NCE as per CTB correlation Table.					

13PV65

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 6

Test: TerraNova

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

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	82	81	73	86	76
Number of students tested	29	26	28	28	31
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score	80	82	65	82	73
Number of students tested	15	13	19	17	21
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:					
* The Archdiocese of Newark began administering TerraNova 3rd Edition in March 2009. In March 2008 2nd Edition was administered. * According to test publisher CTB/McGraw Hill NCE scores can be averaged. Scores are reported as the National Percentile that correlates to the mean NCE as per CTB correlation.					

13PV65

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 7

Test: TerraNova

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

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	79	72	89	78	73
Number of students tested	27	27	29	32	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
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	84	70	85	70	71
Number of students tested	12	17	18	23	18
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:					
* The Archdiocese of Newark began administering TerraNova 3rd Edition in March 2009. In March 2008 TerraNova 2nd Edition was administered. * According to test publisher CTB/McGraw Hill NCE scores can be averaged. Scores are reported as the National Percentile that correlates to the mean NCE as per CTB correlation table.					

13PV65

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 7

Test: TerraNova

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

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	81	72	84	78	71
Number of students tested	27	27	29	32	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
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	85	67	79	73	69
Number of students tested	12	17	18	23	18
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:					
* The Archdiocese of Newark began administering TerraNova 3rd Edition in March 2009. In March 2008 TerraNova 2nd Edition was administered. * According to test publisher CTB/McGraw Hill NCE scores can be averaged. Scores are reported as the National Percentile that correlates to the mean NCE as per CTB correlation table.					

13PV65

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 8

Test: TerraNova

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

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	76	87	75	72	72
Number of students tested	26	27	31	21	30
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score	72	86	70	73	75
Number of students tested	17	17	22	16	22
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:					
* The Archdiocese of Newark began administering TerraNova 3rd Edition in March 2009. In March 2008 TerraNova 2nd Edition was administered. * According to test publisher CTB/McGraw Hill NCE scores can be averaged. Scores are reported as the National Percentile that correlates to the mean NCE per CTB correlation table.					

13PV65

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 8

Test: TerraNova

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

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	76	87	84	73	80
Number of students tested	26	27	31	21	30
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score	70	84	80	73	79
Number of students tested	17	17	22	16	22
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:					
* The Archdiocese of Newark began administering TerraNova 3rd Edition in March 2009. In March 2008 TerraNova 2nd Edition was administered. * According to test publisher CTB/McGraw Hill NCE scores can be averaged. Scores are reported as the National Percentile that correlates to the mean NCE as per CTB correlation table.					

13PV65