

**U.S. Department of Education**  
**2013 National Blue Ribbon Schools Program**  
*A Non-Public School - 13PV29*

School Type (Public Schools):      **Charter**      **Title 1**      **Magnet**      **Choice**  
                                                                                                                 

Name of Principal: Sister Lena Picillo OP

Official School Name: Aquinas Academy

School Mailing Address:      388 South Livingston Avenue  
Livingston, NJ 07039-3914

County: Essex                      State School Code Number\*:

Telephone: (973) 992-1587    E-mail: MainOffice@aquinasacademynj.org

Fax: (973) 992-1742              Web site/URL: www.aquinasacademynj.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that all information is accurate.

\_\_\_\_\_ Date \_\_\_\_\_  
(Principal's Signature)

Name of Superintendent\*: Brother Ralph Darmento, FSC    Superintendent e-mail: darmenra@rcan.org

District Name: Archdiocese of Newark    District Phone: (973) 497-4260

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_ Date \_\_\_\_\_  
(Superintendent's Signature)

Name of School Board President/Chairperson: Mrs. Francine Aster

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_ Date \_\_\_\_\_  
(School Board President's/Chairperson's Signature)

*\*Non-Public Schools: If the information requested is not applicable, write N/A in the space.*  
The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Director, National Blue Ribbon Schools (Aba.Kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, National Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

## **PART I - ELIGIBILITY CERTIFICATION**

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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

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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: 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	47	55	102
K	4	8	12
1	12	9	21
2	6	9	15
3	9	7	16
4	9	8	17
5	11	11	22
6	8	4	12
7	8	10	18
8	5	6	11
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
<b>Total in Applying School:</b>			246

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
15 % Asian  
20 % Black or African American  
10 % Hispanic or Latino  
3 % Native Hawaiian or Other Pacific Islander  
50 % White  
2 % 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: 3%

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.	7
(3)	Total of all transferred students [sum of rows (1) and (2)].	7
(4)	Total number of students in the school as of October 1, 2011	270
(5)	Total transferred students in row (3) divided by total students in row (4).	0.03
(6)	Amount in row (5) multiplied by 100.	3

8. Percent of English Language Learners in the school: 0%

Total number of ELL students in the school: 0

Number of non-English languages represented: 0

Specify non-English languages:

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

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

10. Percent of students receiving special education services: 4%  
 Total number of students served: 9

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

<u>1</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>9</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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

	<u><b>Full-Time</b></u>	<u><b>Part-Time</b></u>
Administrator(s)	<u>3</u>	<u>0</u>
Classroom teachers	<u>12</u>	<u>2</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>1</u>	<u>3</u>
Paraprofessionals	<u>0</u>	<u>8</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>3</u>	<u>1</u>
Total number	<u>19</u>	<u>14</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:

19:1

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

	<b>2011-2012</b>	<b>2010-2011</b>	<b>2009-2010</b>	<b>2008-2009</b>	<b>2007-2008</b>
Daily student attendance	99%	98%	99%	99%	98%
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**

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Aquinas Academy is a Roman Catholic elementary school, under the auspices of St. Philomena Parish in Livingston, New Jersey, serving students from preschool through grade eight. Dedicated to the development of academic excellence and Christ-centered values inspired by Gospel teachings, faculty members focus on the whole child, instructing the mind and nurturing the faith in each student. All members of the school community serve as spiritual role models for the students and each other. Aquinas Academy provides a quality education in a family atmosphere to each child regardless of race, creed, ethnicity, or socioeconomic status.

Aquinas Academy was founded in 1952 as Saint Philomena School under the direction of Monsignor William McCann with educational guidance from the Sisters of Saint Dominic of Caldwell, New Jersey. The academy was renamed in 1988 to affirm the regional character and expanded curriculum of the school. Today's culturally-diverse students travel from as far as fifty miles to attend Aquinas Academy.

Aquinas Academy has a rigorous curriculum following the guidelines of the Archdiocese of Newark in conjunction with those of the New Jersey Core Curriculum Content Standards and Common Core State Standards. The school received accreditation from the Middle States Association of Colleges and Schools in 1992 and reaccreditation in 2002. The Aquinas Academy Preschool is the first faith-based early childhood program accredited by Middle States.

Aquinas Academy's administration and faculty, eight of whom hold advanced degrees, collaborate to provide a nurturing, yet challenging, environment. Teacher longevity, which is fourteen years on average, exemplifies faculty dedication to Aquinas Academy. Students are taught by this state-certified faculty to develop critical thinking skills, excel in communications and technology, appreciate the fine arts, and remain physically active. Selection of appropriate resources and diverse methodology of instruction assists the faculty in supporting each child's efforts toward intellectual development. Differentiated instruction, use of hands-on manipulatives, and center-based techniques encourage student achievement. Technology is integrated into all subject areas via interactive SMARTBoards, iPads and laptops.

Students are anxious to share what they have learned inside the classroom with the rest of the school community through activities that have become much-anticipated traditions. For example, third grade students dress as their favorite saints for the All Saints' Day liturgy. Fourth grade students characterize famous New Jerseyans and create the State of New Jersey from cake, and junior high students compete in Pi Day interactive math competitions. Junior high "church buddies" share their faith with the primary-grade children. Students look forward to sharing their artistic talents with the school community at the Christmas concert, band concerts, and the spring Celebration of the Arts.

Aquinas Academy encourages its students to develop a sense of social justice by providing outreach opportunities. Students from grades five through eight participate in Student Council, serving the school community as well as the community at large. Non-perishable food items are collected throughout the year for the Community Hunger Outreach Center. Students visit nursing homes and serve the parish community as altar servers. Dress-down days allow students to donate to charitable causes such as hurricane relief and childhood cancer.

Since parents are recognized as the primary educators of their children, a strong interdependence exists between home and school. Parent volunteers attend field trips and school liturgies and run the sports program. The Home School Association hosts many beloved traditions, such as Breakfast with Santa, International Dinner, the Dad-Daughter Dinner Dance, a mother-son outing, and an annual basket auction attended by more than 500 school and community members.

Aquinas Academy is proud to graduate students who go on to succeed at many highly competitive high schools. Aquinas alumni continue to give back to the school community as current teachers, sports coaches, members of the Advisory Board, and by sending their own children to their alma mater.

Aquinas Academy is dedicated to the success of all of its students and is committed to graduating children who will be leaders and role models for their generation. Aquinas students are bright, articulate, responsible, confident, and respectful. The academy's challenging standards and curriculum, commitment to serving others, and dedicated staff make it truly worthy of Blue Ribbon status.



## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

A. Aquinas Academy, as part of the Archdiocese of Newark, uses the *TerraNova, Third Edition*, and the InView Test of Cognitive Skills for its standardized testing program. These tests are administered in the spring to all students in grades one through seven. Students in grades one, two, four, and six take the *TerraNova* Complete Battery. Students in grades three, five, and seven take the *TerraNova* Multiple Assessment. The InView Test of Cognitive Skills is administered to grades two through seven.

The *TerraNova* is designed to assess students' knowledge of various curriculum areas. The Multiple Assessment includes test items that require students to develop constructed responses to broader questions in subject areas. The Complete Battery form of the *TerraNova* consists solely of multiple choice items. The InView Test of Cognitive Skills measures students' ability to reason and their aptitude for learning. Each student's test scores are compiled to create an individual student profile, providing essential information used to assess areas of strength and weakness.

Aquinas Academy uses the Median National Percentile as a gauge for determining benchmarks for performance acceptability and proficiency. The academy's goal is to remain in the 80th - 95th percentile range for reading, language arts, and mathematics. However, Aquinas Academy considers test scores that reach the 75th percentile mark as acceptable, with the 80th percentile as the minimum requirement for proficiency. The InView Test of Cognitive Skills provides anticipated scores that can be used to monitor individual student achievement levels. These anticipated scores furnish teachers with additional data to determine whether a child is in need of remediation or additional challenge.

B. Aquinas Academy has analyzed all student test scores in relation to the National Percentile of the Mean Normal Curve Equivalent scores in reading and mathematics for the last five years, with particular attention being paid to the March 2012 testing scores. The 2012 mean reading scores for all groups are within the above average range, which CTB identifies as scores between the 76th and 99th percentiles. All reading scores exceed the Blue Ribbon cut scores by at least 7 points.

The third grade's mean reading score of 90 exceeds the Blue Ribbon cut score by 25 points, and the fifth grade's mean score of 88 exceeds the Blue Ribbon cut score by 21 points. This high level of achievement is due to the faculty's use of assessment data to identify students' strengths and weaknesses and plan instructional strategies that address individual abilities and various learning styles. Significantly, reading scores from 2008 to 2012 have increased, with the exception of fourth grade. However, the most recent testing data shows that this grade level has recovered to its previous level of achievement. This increase is a result of strategies implemented by the faculty based on the specific areas of need identified during the development of the school's annual Instructional Improvement Plan.

In 2012, grades three through seven exceeded the Blue Ribbon cut score in mathematics. Grade three's mean score of 95 exceeds the Blue Ribbon cut score by 26 points. Grade five's mean score of 87 exceeds the Blue Ribbon cut score by 18 points. Although 2012 math scores in grades four, six, and seven exceed the Blue Ribbon cut scores, the level of math achievement in these grades is an area of continuing focus for faculty and administration. Recognizing this trend in *TerraNova* scores, the faculty analyzed the testing results to identify specific areas of weakness in mathematics curriculum and instruction. This scrutiny led to a revised approach to teaching strategies to assist students in improving performance. Increased use of SMARTBoards, iPads, webinars, and software has assisted in meeting students' individual needs resulting in a steady increase in the mean scores. The 2012 math scores for grades four and six show a significant increase when compared to the scores obtained in these grades in 2011.

Tracking cohort achievement allows the faculty and administration to further assess the strength of the academic program on a school-wide level to ensure students' steady progress. This analysis has highlighted the importance of examining the coherence of the math curriculum in order to address the declines in cohort performance as cohorts move from grade three to four and again from grade five to six. This is best illustrated by the progress of the Class of 2013 cohort. The group's mean math score in grade three in 2007 - 2008 was 75 followed by a mean score of 62 in grade four in 2008 - 2009. These scores were followed by a score of 70 in grade five (2009 - 2010), then a score of 60 in grade six (2010- 2011), and a score of 74 in grade seven (2011-2012). Although the data shows rebounds following declines for each cohort, it is critical that students maintain steady progress as they move from grade to grade. Some of the measures taken to address this trend include forming ability groups, a greater emphasis on differentiated instruction, a more widespread integration of technology, and an increased use of manipulatives.

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

Aquinas Academy's administration and faculty analyze standard assessment data provided by the *TerraNova* test for every grade level, within each curriculum, and for every student. The administration and a faculty member attend the *TerraNova* Workshop provided by the Archdiocese annually. This workshop presents an overview of *TerraNova* scores. The administration highlights the strengths and weaknesses of each grade level and constructs a graph that presents the current and preceding year's data. The administration then gathers the faculty to share the updated data on the standardized tests. Student scores on the various sections of the *TerraNova* tests are evaluated by faculty to determine areas of need. The results of the testing scores enable the faculty to devise Aquinas Academy's Instructional Improvement Plan, making adjustments to instruction as needed.

After strengths and weaknesses are determined within each area of curriculum, the faculty strategizes to adapt curricular changes both horizontally and vertically. For example, when data showed that science was an area that needed improvement, science teachers came together to devise ways to improve the science program. Teachers used the New Jersey Core Curriculum Content Standards and the Archdiocesan curriculum guidelines to evaluate the science textbooks in use at that time. As a result of this in-depth study, the administration and faculty decided to adopt a new interactive science series. This series, *Interactive Science* from Pearson Education, enlivens science instruction through the use of the STEM-based approach, which incorporates hands-on activities and a variety of digital resources. Aquinas Academy initially piloted this new science program in grade three. Grades four and five have since adopted the program. Aquinas Academy intends to extend the program in 2013 to the kindergarten, first, second, sixth, seventh, and eighth grades.

When test results indicate an area of strength, practices to enrich and enhance these curricula are developed. For the new science program, a mobile science lab is utilized in the intermediate grades. A fully-equipped science lab, housed in the junior high, is available to all grades. The Science Club, initiated by a member of the faculty, meets monthly and is currently open to students in grades three, four, and five. The enthusiasm among the students has been exciting as they participate in special projects, host guest speakers, and enjoy informal learning experiences. Horticulture, weather, and engineering are a few of the topics the Science Club has explored.

*TerraNova* assessment data is an indispensable tool for analyzing individual student performance. This analysis provides individual student profiles that can be utilized by classroom teachers and instructors in a supplemental program to develop individual student plans. The Child Study Team, along with classroom teachers, identifies areas of weakness and strength. After assessment data has been thoroughly reviewed, an annual Instructional Improvement Plan is formulated and submitted to the Archdiocese of Newark Schools Office. The academic achievement goals defined in the Instructional Improvement Plan are referenced throughout the year to monitor individual student progress.

The CTB Writing Assessment, administered annually to all fourth and seventh grade students, provides teachers with an overview of students' writing abilities. This data enables each teacher to apply differentiated instruction and place greater emphasis on the daily writing process in all content areas.

The administration and faculty are available to meet with parents and guardians. As communication between home and school is paramount, formal conferences are scheduled at mutually convenient times. These conferences allow for the development of plans to accommodate each child's academic needs. Interim progress reports and report cards are sent home to parents each trimester. *TerraNova* testing scores and writing assessment results are sent home annually with an explanation of each child's performance. If further clarification is needed, the parent may schedule an appointment with the teacher and/or administrator. Communication through formal and informal conferences, telephone calls, and emails facilitate the working relationship between home and school to ensure the success of all students.

An overview of the school's *TerraNova* scores and writing assessment results is presented to parents at a spring Home School Association meeting. Scores are also presented to the School Advisory Board and posted on the school's website. The principal meets with prospective parents for private tours and conversations about the scholastic standards of the school. At these initial interviews, assessment results and students' academic achievements are shared. The school's level of achievement is also communicated to the general public through the parish bulletin, school marketing materials, alumni newsletters, and at open houses held throughout the year.

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

Aquinas Academy retains certified, experienced administrators and teachers. Faculty members attend archdiocesan and regional workshops and are encouraged to attend professional conferences in the areas of curriculum, technology integration, computer software, bullying, and leadership. At the regional level, teachers participate in grade-level meetings to exchange ideas and discuss mutual school curricula concerns. The principal attends all archdiocesan leadership workshops and meets with other administrators to discuss curriculum, the Common Core State Standards, educational programs, and technology.

Eight teachers at Aquinas Academy have completed post-graduate degrees in areas of study, such as Special Education and Administration. These educators share new strategies and methodologies with the entire faculty. Aquinas Academy teachers have presented workshops at Caldwell College, Seton Hall University, and the Archdiocese of Newark on various topics including science, language arts, reading, early childhood education, and music.

Aquinas Academy is a professional school site for several colleges and universities, providing classroom field experience for students from Caldwell College, College of St. Elizabeth, Drew University, and Seton Hall University. Many of these interns return to Aquinas Academy to complete their semester-long student teaching requirements. Aquinas Academy's master teachers demonstrate teaching methods, model classroom management skills, and familiarize student teachers with the entire curriculum.

The principal is a member of the Executive Committee of the National Catholic Educational Association's (NCEA) Department of Boards and Councils, serving as Regional Representative for New York, New Jersey, and Pennsylvania. She has been a workshop presenter at national and local levels on topics such as school boards, assessment and development, and early childhood education. She serves as a supervisor of student interns and student teachers at Caldwell College, Seton Hall University, College of St. Elizabeth, and Drew University. As a member of the Sisters of St. Dominic of Caldwell, New Jersey, Aquinas Academy's principal is also a member of the Forum of Dominican Educators. This forum, which includes preschool educators through college professors, provides opportunities for sharing both new and proven educational trends.

Aquinas Academy's preschool director has been a speaker at NCEA national conferences and periodically authors a column in the NCEA's newsletter, "NCEA Notes," reaching educators throughout the country. Both the principal and preschool director are adjunct professors at Caldwell College and Seton Hall University. Faculty and administrators have served on visiting teams for the Middle States Association of Colleges and Schools.

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

In an effort to educate the whole child, Aquinas Academy recognizes that well-rounded students are not formed in classrooms alone. Aquinas Academy embraces opportunities to partner with parents and community members to make real-life connections to the school's curriculum and strengthen academic experiences. The school has strategically used its website, alumni newsletters, the parish bulletin, and local media outlets to promote its successes.

Parents are integral to the school's community and are provided many opportunities to become partners in their children's education. They volunteer in various capacities, including serving as lunch monitors, field trip chaperones, and team coaches. Because of Aquinas Academy's rich cultural diversity, parents regularly share customs and experiences, such as Chinese New Year, with the student body.

Throughout the year, Aquinas Academy takes part in community outreach projects to support those less fortunate. Students participate in clothing drives for the Lupus Foundation of America and Pajama Day for the Children's Leukemia Fund. Dress-down days have raised funds for natural disaster relief after the Japanese and Haitian earthquakes and Hurricane Katrina. In partnership with the Livingston Public Schools system, the Stuff-the-Bus food collection program directly assisted the Venter, New Jersey community after Superstorm Sandy's devastation. The Kiwanis Builders Club regularly assists at the St. John's Soup Kitchen and has sorted food at the Community FoodBank of New Jersey.

Aquinas Academy celebrates Red Ribbon Week with the Livingston Municipal Alliance and partners with the Livingston Police Department's DARE Program to provide drug-resistance education. The Livingston Court House opens its doors to seventh and eighth graders for mock trials, and the Morris County Museum visits to present science assemblies. Fire Prevention Week, with the Livingston Fire Department, familiarizes preschool through third grade students with firefighters and equipment, reducing anxieties about emergency situations. The academy has been fortunate to host three United States congressmen and a former mayor of New Orleans to address the students on topics such as diversity, empowerment, and peace.

To maintain a relationship with graduates, Aquinas Academy's development office has created an alumni newsletter. Current student achievements are highlighted in these newsletters, informing alumni of student success. The development office regularly hosts events for graduates. The school's Pumpkin Pie Classic alumni basketball tournament has quickly become a school tradition, helping to maintain connections and cultivate community relationships. Aquinas Academy encourages former students to continue to contribute to the school as coaches, guest speakers, and Advisory Board members.

# **PART V - CURRICULUM AND INSTRUCTION**

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## **1. Curriculum:**

Aquinas Academy follows the guidelines set forth by the Archdiocese of Newark in conjunction with the New Jersey Core Curriculum Content Standards.

Catholic identity and faith development are the essence of the mission of Aquinas Academy. In addition to daily religious instruction, religion is integrated into every subject area. Solid Catholic values and principles, evidenced in every classroom through daily and seasonal prayer services and liturgies, are instilled in Aquinas students to provide a strong code of ethics to guide them in their present and future lives.

Aquinas Academy is at the forefront of education, emphasizing the multidisciplinary STEM approach, which broadens and enhances learning by incorporating science, technology, engineering, and mathematics across the curriculum.

Daily mathematics instruction is foundational to the STEM initiative. Preschool students actively engage with manipulatives and hands-on projects. Primary-aged students focus on basic math skills with the assistance of SMARTBoard technology and online instructional tools. Intermediate students apply their critical thinking and problem-solving skills to real life scenarios. Junior high students challenge themselves through an advanced mathematics program, which offers students the opportunity to direct their own learning and set their own goals.

Preschool students are immersed in daily reading and language arts activities through an integrated curriculum. Primary and intermediate grades transition to differentiated instruction, allowing students at various learning levels to be continually challenged while cultivating self-esteem and confidence. A literature-based reading program, introduced in grades four and five, is the keystone of the reading curriculum for grades six through eight.

Scientific inquiry skills are developed through hands-on activities and exploration. A science laboratory, interactive technology, and a resource center are provided for all grades. The academy's science program develops creative, confident problem-solvers who value and appreciate the importance of the scientific world.

The social studies curriculum reinforces concepts and skills needed to interact within our mobile society. As community members, Aquinas Academy faculty and students apply Catholic values to promote peace and justice around the world. The academy's social studies curriculum standards teach the principles of good citizenship, respect, responsibility, and fairness to all student levels.

Aquinas Academy is in compliance with the Blue Ribbon Program's foreign language requirement. Preschool through grade four students focus on vocabulary and simple sentence structure through the use of songs, puzzles, flash cards, games, and bilingual storytelling in Spanish class. Grades five through eight continue a vocabulary-based curriculum that includes the study of Spanish culture. While preschool through fifth grade students receive 25-45 minutes of weekly instruction, junior high students receive 90 minutes of instruction weekly.

Students from preschool through grade eight actively participate in weekly music and art instruction. Musical talents emerge through students' study of theory, melody, rhythm, and tempo. The art program encourages students to express themselves in a creative manner. Students study art history while engaging in drawing, painting, sculpture, and multimedia techniques. The art and music programs culminate in the annual school-wide Celebration of the Arts.

Preschool through grade eight students engage in weekly physical education and health classes. The goal of these classes is to keep students physically active while giving them strategies to live balanced, healthy lives. Students participate in the American Heart Association's Jump Rope and Hoops for Heart programs, take the Presidential Fitness test, and engage in a competitive sports program.

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

Reading is central to the entire Aquinas Academy curriculum as the school adheres to the philosophy of the Whole Language approach coupled with a basic sequential skills methodology that is designed to ensure advanced literacy performance levels by each student. The Scott Foresman *Reading Street* series is used in kindergarten through grade five. This progressive series builds readers' skills and abilities through interesting, appealing literature, research-based instruction, and an abundance of teaching tools. *Reading Street* was chosen because the program components provide challenging activities for every reading level while meeting the needs of individual learning styles through differentiated instruction.

In addition to the *Reading Street* series, children in grades four and five engage in literature circles and cross-curricular activities based upon the reading of selected novels. The Learning Center, which houses a variety of reading materials including published works, software, games, and a flat-screen TV, is used weekly by kindergarten through grade five. Classroom libraries support and enhance the students' skills and motivate their desire to expand their knowledge at all levels including emergent, new, or proficient readers.

Junior high students continue their literature-based journey through a challenging program that uses novels as its foundation. Within this program, students are exposed to various genres, authors, and time periods through both fiction and non-fiction novels. The ultimate program goal is for each learner to master critical thinking skills and develop an overall appreciation and passion for reading. Reading, like writing, is emphasized throughout each discipline with specific skills stressed in content areas.

Both the *Reading Street* series and the novel reading program combine well-known literature selections with instruction integrating key comprehension skills such as making predictions, identifying main ideas, supporting details, increasing vocabulary, analyzing story elements, and developing critical thinking skills.

Additional efforts help to foster a love for reading. All students close each day with "Drop Everything and Read" time, a 15-minute reading period devoted to students reading their own book selections. In addition to required summer reading, students are encouraged to participate in community-based reading contests.

The Sadlier *Vocabulary Workshop* series is used in grades three through eight. This program is challenging and provides an opportunity for each learner to become more successful in reading and writing by developing a strong vocabulary.

The integration of technology, such as SMARTBoards, Media Center resources, computer software, webinars, web quests, PowerPoint presentations, and online lessons support the reading and English curriculum.

## **3. Mathematics:**

Aquinas Academy's mathematics curriculum follows the guidelines of the Archdiocese of Newark, which began implementation of the Common Core State Standards in September 2012. The *Progress in Mathematics* series from Sadlier-Oxford was chosen specifically for its focus on basic mathematics skills and operations and emphasis on developing mathematical understanding. Advanced mathematics classes utilize McDougal Littell's challenging *Pre-Algebra* and *Algebra I* textbooks. Teachers feel that strong

foundational mathematics textbooks used in conjunction with the school's new STEM initiative will promote higher level learning.

Preschool students receive daily instruction through hands-on projects and manipulatives to focus on patterning and problem solving. Mathematics instruction in the primary grades is designed to develop students' number sense, deepen understanding of the base ten system, and promote fluency with basic facts and computation skills. Primary students practice mathematics skills daily and undergo weekly timed facts tests. These grades further develop math skills through board work, SMARTBoard activities, and website work through First in Math, Renaissance Learning, and Math Blasters. Intermediate grades expand their learning to encourage higher level problem solving and mathematical reasoning while still reinforcing basic mathematics operations.

Junior high students are placed into traditional or advanced mathematics classes based on *TerraNova* scores, placement tests, and teacher observations. Students in the traditional mathematics classes work at grade level with individualized instruction to strengthen areas of weakness. In the advanced mathematics program, the sixth grade uses a traditional seventh grade textbook. The seventh grade follows a rigorous Pre-Algebra course, and eighth graders study Algebra I using a high school-level textbook. Upon graduation, most students place into Algebra II or Geometry classes.

Traditional and advanced junior high mathematics classes use a flipped classroom approach with the Khan Academy website providing targeted instructional videos for core material, allowing students to direct their own learning. If a student finishes a chapter early, that student is encouraged to move on to the next chapter. Use of the flipped classroom model allows the junior high mathematics teacher to focus on individual student needs while reducing the amount of repetitive lecture time. Parents have found the Khan Academy video support helpful in their own efforts to assist with homework assignments.

Learning discrepancies and special needs are identified through various assessments and teacher observation. Discrepancies are addressed through re-teaching, self-correcting, adjusting to a child's individual learning style, peer tutoring, and provision of supplemental instruction.

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

Integration of technology has long been a primary objective at Aquinas Academy. The academy avails itself of modern technology by providing SMARTBoards, LCD projectors, and iPads in every classroom. The academy supplies teachers with three document cameras, a mobile carousel of laptop computers, Senteo response systems, and a media center, which contains two SMART tables, twenty-two desktop computers and a laser printer. All classrooms house desktop computer clusters. Each department has access to an Apple television converter, which projects iPad images onto SMARTBoards.

Students have a deeper understanding of all subject matter because of the vast array of dynamic technology present in the academy's classrooms. This technology is integrated throughout the curriculum from preschool through grade eight in order to focus on remediation, reinforcement, and enrichment activities. The integrated technology allows teachers to meet individual students' needs while enhancing and supplementing traditional textbook materials. Websites provided by textbook publishers offer additional educational support. Students are exposed daily to the many possibilities of multimedia applications, the Internet, age-appropriate computer software, interactive SMARTBoard lessons, Skype webinars, podcasts, web chats, and scientific and graphing calculators as interactive learning tools. The use of technology facilitates both cooperative and independent learning and the development of research skills. In turn, this technology reaches each child, building confidence and intellectual independence.

Examples of technology integration abound throughout the academy. The second grade regularly uses websites to discuss current events. The third grade Skypes with a family in Hong Kong to learn Mandarin Chinese and experience a cultural exchange. Intermediate reading classes experience webinars with J.K.

Rowling and use History Channel sites to enhance their heritage education. Junior high students develop their own lesson plans to coach preschoolers, kindergartners, and first graders in the use of SMARTBoards. Students use Google Earth applications to supplement map skills and geography lessons. Junior high mathematics classes take quizzes using the Senteo Response System, which provides interactive assessments with instant feedback for both students and teachers, giving teachers targets for differentiated learning. Spanish classes use short e-books to immerse students in language by reading and listening at the same time. Coffee Break podcasts are utilized to teach restaurant ordering and other true-to-life situations in Spanish.

In preparing our students for the 21st century, Aquinas Academy continues to utilize the power of integrated technology to educate students who are creative thinkers, collaborators, problem solvers, and effective communicators.

## **5. Instructional Methods:**

Aquinas Academy seeks to meet the academic needs of each student. Differentiated instruction addresses the individual needs of all students. Teachers analyze and determine the appropriate adjustments in their teaching styles and methodologies to meet the preferred and dominant learning style of each student. For a child whose dominant style is auditory, cooperative learning methods foster development in communication, decision making, and conflict resolution skills. Graphic organizers help the visual learner to connect prior knowledge with new knowledge. Students who require a more tactile or kinesthetic learning approach respond to non-linguistic representations. This strategy helps students present knowledge non-linguistically through picture drawing, use of maps, creation of mental images, and use of physical models. These differentiated strategies heighten student interest, resulting in increased academic achievement for all learners.

Aquinas Academy's sizable, quiet campus enables teachers to bring lessons outdoors, employing sensory and concrete approaches to learning that actively engage all students. For example, art classes delve into architecture and engineering while sketching the school's historic façade. Students demonstrate their knowledge of the Holy Rosary in May when they draw a supersized rosary on the school playground. Preschool children enjoy nature walks while junior high students collaborate with the primary grades during nature-based scavenger hunts to reinforce science curriculum concepts.

Teachers effectively employ integrated technology to enhance instruction to help students process information. The Learning Center contains manipulatives, games, and books of various reading levels that expand the children's learning experiences. Cooperative learning groups are set up to encourage interpersonal skill development and teamwork. Teacher aides are available to assist individual students who need additional academic support.

Aquinas Academy has a Child Study Team, provided by the Essex County Educational Services Commission, consisting of a school psychologist, a social worker, and a learning consultant. If teacher-initiated classroom interventions prove unsuccessful, the teacher will recommend that a child be referred for evaluation by the Child Study Team. At the conclusion of this evaluation, an Individualized Student Plan (ISP) is developed in consultation with parents and the classroom teacher. Compensatory Education and Supplemental Instruction are provided to allow the student to meet with academic success. The Commission provides the academy with access to instructional aides, occupational therapists, physical therapists, and speech therapists.

## **6. Professional Development:**

In accordance with the professional development requirements of the New Jersey Department of Education and the Archdiocese of Newark policies, each faculty member creates a Personal Development Plan (PDP) that requires a minimum of twenty hours of professional development yearly. When



developing the PDP, each teacher reviews *TerraNova* test results and teaching practices to determine professional learning needs for the upcoming year. Teachers must also incorporate a personal goal to improve their teaching performance. At the conclusion of the school year, each teacher reviews progress and accomplishments with administrators and documents achievements.

The faculty's dedication and commitment to the academy's goals are supported by the teachers' participation in professional development workshops throughout the year. Workshops offered by the Archdiocese of Newark Schools Office and other professional development providers include topics such as curriculum standards, technology, using assessment data to improve instruction, and social issues.

Teachers share their professional learning experiences and effective teaching practices in both formal and informal settings. After attending a STEM workshop at Liberty Science Center, the third grade teacher returned to the academy with dynamic, innovative ideas for expanding the science curriculum. Once the components of this STEM approach were shared with the entire faculty, teachers collaborated to embrace the STEM approach in all grades. Methodology learned at the initial workshop has challenged teachers and students and even spurred the development of the extracurricular Science Club.

Subject coordinators meet monthly to collaboratively assess content, instructional strategies, technology use, and student progress. Guest speakers address the faculty on topics relevant to education. Teachers have access to current professional literature, including books, magazines, videos, and articles. The Middle States accreditation process has played a vital part in defining strategic plans and establishing goals that strengthen the future of the academy.

Great emphasis has been placed on technology integration throughout the curriculum. Teachers have shared techniques with their peers on the use of interactive SMARTBoards and iPads, resulting in daily use of technology across the curriculum. The increased utilization of integrated technology has improved instruction and motivated students to excel in all their studies.

Various colleges and universities collaborate with Aquinas Academy to provide education majors with field experiences. These placements benefit the pre-service teacher as well as the master teacher by keeping the classroom teacher on the cutting edge of new educational theories, strategies, methodologies, and digital literacy.

## **7. School Leadership:**

The pastor is the chief administrator of the school. His presence at the school, at liturgical celebrations, and various assemblies is key to the continued vitality of Aquinas Academy. The philosophy that each child can learn is demonstrated daily by the principal through her physical presence, support and partnership with the assistant principal, faculty, and students. The school is governed by the policies and practices established by the Archdiocese of Newark. The principal directly supervises the daily operation of the school in cooperation with the assistant principal and pastor of the parish. The School Advisory Board works in conjunction with the principal and pastor in an advisory capacity regarding school finance, strategic planning, and development.

The principal exudes a collaborative leadership style. She involves the assistant principal, the preschool director, faculty, and staff in planning and decision making. Subject coordinators provide leadership in developing and maintaining a curriculum that meets the needs of all learners. Teachers are given the opportunity to chair faculty meetings, empowering them to develop their own leadership skills. In keeping with this atmosphere of shared leadership, the principal is currently mentoring a staff member pursuing a Certification in School Administration.

When assessing curriculum, programs, tests, technology, and learning materials, the principal solicits input from the faculty. As a result of classroom observations by the principal, assistant principal, and

preschool director, teachers are evaluated in order to improve the overall school program. Communication amongst administrators, faculty, staff, parents, and students is of utmost importance in assuring the quality education at Aquinas Academy.

This empowerment of leadership extends to the student body through the creation of the Principal's Council, which consists of students from grades five through eight. Council members serve as liaisons between the student body and the principal, voicing constructive student concerns and suggestions. These students, referred to as the "peacemakers of Aquinas Academy," have been trained in the Peace Works program. They will partner with their counterparts at Resurrection School, located in an urban area of the archdiocese. This council enables students to become more articulate leaders of Aquinas Academy, spreading the message, "Be a Peaceful Presence." Aquinas Academy's administration, faculty, staff, parents, and students work together toward excellence for all.

## **PART VI - PRIVATE SCHOOL ADDENDUM**

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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.)

<b>K</b>	<b>1st</b>	<b>2nd</b>	<b>3rd</b>	<b>4th</b>	<b>5th</b>
<u>\$5830</u>	<u>\$5830</u>	<u>\$5830</u>	<u>\$5830</u>	<u>\$5830</u>	<u>\$5830</u>
<b>6th</b>	<b>7th</b>	<b>8th</b>	<b>9th</b>	<b>10th</b>	<b>11th</b>
<u>\$5830</u>	<u>\$5830</u>	<u>\$5830</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
<b>12th</b>	<b>Other</b>				
<u>\$0</u>	<u>\$0</u>				

4. What is the educational cost per student? (School budget divided by enrollment) \$7288

5. What is the average financial aid per student? \$901

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?  
12%

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 73%

# PART VII - ASSESSMENT RESULTS

## NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: TerraNova

Edition/Publication Year: Third 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
<b>SCHOOL SCORES</b>					
Average Score	95	93	78	74	75
Number of students tested	18	21	17	17	16
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
The Archdiocese of Newark began administering TerraNova 3rd Edition in March 2009. TerraNova 2nd Edition was administered in 2008.					

## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: TerraNova

Edition/Publication Year: Third

Publisher: CTB McGraw

Scores reported as:

Edition/2008

Hill

Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	90	85	75	69	83
Number of students tested	18	21	17	17	16
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
The Archdiocese of Newark began administering TerraNova 3rd Edition in March 2009. TerraNova 2nd Edition was administered in 2008.					

13PV29

## NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: TerraNova

Edition/Publication Year: Third

Publisher: CTB McGraw

Scores reported as:

Edition/2008

Hill

Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	74	69	61	62	79
Number of students tested	22	21	16	13	19
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
The Archdiocese of Newark began administering TerraNova 3rd Edition in March 2009. TerraNova 2nd Edition was administered in 2008.					

13PV29

## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: TerraNova

Edition/Publication Year: Third

Publisher: CTB McGraw

Scores reported as:

Edition/2008

Hill

Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	83	76	73	77	86
Number of students tested	22	21	16	13	19
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
The Archdiocese of Newark began administering TerraNova 3rd Edition in March 2009. TerraNova 2nd Edition was administered in 2008.					

13PV29

## NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: TerraNova

Edition/Publication Year: Third

Publisher: CTB McGraw

Scores reported as:

Edition/2008

Hill

Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	87	72	70	82	80
Number of students tested	15	16	11	16	21
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
The Archdiocese of Newark began administering TerraNova 3rd Edition in March 2009. TerraNova 2nd Edition was administered in 2008.					

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## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: TerraNova

Edition/Publication Year: Third

Publisher: CTB McGraw

Scores reported as:

Edition/2008

Hill

Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	88	87	89	90	86
Number of students tested	15	16	11	16	21
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
The Archdiocese of Newark began administering TerraNova 3rd Edition in March 2009. TerraNova 2nd Edition was administered in 2008.					

13PV29

## NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 6

Test: TerraNova

Edition/Publication Year: Third

Publisher: CTB McGraw

Scores reported as:

Edition/2008

Hill

Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	67	60	70	65	65
Number of students tested	17	10	18	19	22
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
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13PV29

## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 6

Test: TerraNova

Edition/Publication Year: Third

Publisher: CTB McGraw

Scores reported as:

Edition/2008

Hill

Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	82	81	83	79	67
Number of students tested	17	10	18	19	22
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
The Archdiocese of Newark began administering TerraNova 3rd Edition in March 2009. TerraNova 2nd Edition was administered in 2008.					

13PV29

## NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 7

Test: TerraNova

Edition/Publication Year: Third

Publisher: CTB McGraw

Scores reported as:

Edition/2008

Hill

Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	74	79	70	71	80
Number of students tested	10	17	21	19	17
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
The Archdiocese of Newark began administering TerraNova 3rd Edition in March 2009. TerraNova 2nd Edition was administered in 2008.					

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## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 7

Test: TerraNova

Edition/Publication Year: Third

Publisher: CTB McGraw

Scores reported as:

Edition/2008

Hill

Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	76	84	78	73	70
Number of students tested	10	17	21	19	17
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
The Archdiocese of Newark began administering TerraNova 3rd Edition in March 2009. TerraNova 2nd Edition was administered in 2008.					

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