



## **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 with characteristics typical of an urban area

4. Number of years the principal has been in her/his position at this school: 5

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	20	16	36
K	17	8	25
1	10	14	24
2	10	13	23
3	9	5	14
4	12	14	26
5	10	8	18
6	13	12	25
7	7	8	15
8	6	13	19
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
<b>Total in Applying School:</b>			<b>225</b>

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
11 % Asian  
6 % Black or African American  
2 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
75 % White  
6 % 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.	2
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	0
(3)	Total of all transferred students [sum of rows (1) and (2)].	2
(4)	Total number of students in the school as of October 1, 2011	223
(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: 2

Number of non-English languages represented: 2

Specify non-English languages:

1 Chinese

1 Spanish

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: 7%  
 Total number of students served: 14

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>7</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>5</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>2</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>1</u>	<u>0</u>
Classroom teachers	<u>11</u>	<u>5</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>1</u>	<u>2</u>
Paraprofessionals	<u>1</u>	<u>5</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>2</u>	<u>1</u>
Total number	<u>16</u>	<u>13</u>

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

20:1

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

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

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

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

Graduating class size: \_\_\_\_\_

Enrolled in a 4-year college or university \_\_\_\_\_ %

Enrolled in a community college \_\_\_\_\_ %

Enrolled in vocational training \_\_\_\_\_ %

Found employment \_\_\_\_\_ %

Military service \_\_\_\_\_ %

Other \_\_\_\_\_ %

**Total** \_\_\_\_\_ **0%**

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

No

Yes

If yes, what was the year of the award?

## PART III - SUMMARY

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St. Rose of Lima Academy is a small Middle States-accredited parish elementary and middle school located in Millburn Township, New Jersey. Founded in 1869, SRLA is one of the oldest parochial schools in northern New Jersey. Situated in an affluent community near New York City, St. Rose welcomes not only residents of Millburn/Short Hills but also those in neighboring suburban communities and the more urban municipalities surrounding Newark. The mission of Saint Rose of Lima Academy is to educate the whole child based on the teachings of the Church, in an academically rigorous environment.

You can tell a lot about St. Rose of Lima Academy by observing morning arrivals. From middle school students helping younger schoolmates off the bus, to the teachers who greet them in the parking lot, to the school secretary and the principal who greet them by name, St. Rose is a large, diverse and loving family of learning and faith.

Given the diversity of students, teachers are prepared to offer differentiated instruction to meet their needs. The experienced teaching staff addresses this challenge using a variety of instructional strategies. From innovative lesson plans that incorporate project-based learning to the utilization of the most current technology, teachers employ the full range of instructional skills and assessment practices to encourage the growth of the whole child.

In ongoing efforts to further the academic mission of the Academy, the administration and faculty have implemented programs that have led to national recognition for the school and its students. In 2007, St. Rose received the **Catholic Schools for Tomorrow Award for Innovation in Education** sponsored by *Today's Catholic Teacher* magazine. This award recognized the use of professional teacher portfolios to improve the process of staff development. Again, in 2010, St. Rose was awarded the **Catholic Schools for Tomorrow Award** for the science curriculum, *Classroom Without Borders*, for its integration of science and technology.

In 2012, a group of students were regional winners in the **Toshiba ExploraVision** competition encouraging them to work together to explore the possibilities of future technologies. Students studying Latin have received 11 Athena Gold Medallions for perfect papers in the **National Mythology Exam**. In 2012, eighth graders taking the **National Latin Exam** merited four silver medals and one gold medal for excellence.

The student's faith development and social awareness are fostered through participation in St. Rose Parish Stewardship Day. This annual activity provides age-appropriate opportunities for service including household assistance for homebound parishioners and working with Habitat for Humanity on local housing initiatives. Throughout the year, students prepare lunches for a soup kitchen in nearby Elizabeth, New Jersey and assist staff in serving these meals. Several retreats offered during the year provide spiritual support for students at critical junctures in their lives such as the transition to secondary school. Students can participate in children's choir which performs at various school and parish functions. Older students are invited to train as altar servers to assist at liturgical functions in the parish. Membership in the National Junior Honor Society and student council provide middle school students with opportunities to serve the Academy and greater community while striving for academic excellence.

Family Days, a much anticipated tradition, foster a bond among children from PreK through grade 8. Several times a year eighth grade co-leaders shepherd their mixed grade "families" through seasonal activities meant to strengthen the Academy's family atmosphere and students' sense of well-being.

Another popular tradition is the annual lighting of the Parish Christmas Tree hosted by Academy students and parents. This event brings together parishioners and school families to strengthen the bond between them.

It is a principle of Catholic education that parents are the first educators of their children. The Home and School Association encourages parents to participate as fully as possible in the education of their children. The parent organization funds school improvements such as the state-of-the-art science lab and computer center, supplemental cultural and educational programs including interactive science presentations, and an annual spring musical. Parents also serve on the School Advisory Board which assists the principal and pastor by making recommendations related to school policy. The Academy's extensive and successful sports program is completely funded and staffed by parent volunteers. Parents offer sports clinics for children in Kindergarten through grade 2 and provide coaching for all teams through grade 8. Parents are invited and strongly encouraged to participate in various school liturgical celebrations that are held throughout the school year.

At St. Rose, every effort is made to balance faith and learning, merge the indispensable basics of education with the promises of technology and awaken in every student a sense of his or her true self as a member of the broader community. It is the active commitment to this vision that makes St. Rose of Lima Academy worthy of Blue Ribbon recognition.



## **PART IV - INDICATORS OF ACADEMIC SUCCESS**

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### **1. Assessment Results:**

A. As required by the Archdiocese of Newark, St. Rose of Lima Academy administers TerraNova Third Edition, a nationally normed test published by CTB McGraw-Hill. The students in Grades 1, 2, 4 and 6 take the Complete Battery form of the TerraNova, which consists of multiple choice items. Students in Grades 3, 5, and 7 take the Multiple Assessment form of the TerraNova which includes both multiple choice and constructed response items. The TerraNova test is administered each year in early March. The school receives the TerraNova results by early May, allowing time for the faculty to study the reports and use them to develop summer assignments in math and reading, and identify instructional needs for the following year.

The TerraNova scores for St. Rose students are reviewed each year with the expectation that they will demonstrate high levels of academic achievement and show consistent academic growth. The expectation of student achievement is based on the measure of student aptitude provided by the InView Test of Cognitive Skills which is published by CTB McGraw-Hill and administered in conjunction with the TerraNova test. It is expected that on average TerraNova scores will fall in the above average range of the national percentile scale (75<sup>th</sup> percentile or better). The assessment verification accompanying this application shows that the school's TerraNova scores generally fall well within this range. Of particular note is the level of achievement for 7<sup>th</sup> grade students for the past five years. All mean scores in Mathematics for Grade 7, the highest grade level in which the TerraNova test is administered at St. Rose, is above the 80<sup>th</sup> percentile. Six of the ten 2012 TerraNova scores reported in the application score charts exceed the 2012 Blue Ribbon cut scores by at least 15 points.

B. Assessment data shows that TerraNova scores have been strong throughout the five year period, exhibiting consistently high levels of student achievement. Mean scores for both reading and mathematics in Grades 3 through 7 have generally fallen between the 72<sup>nd</sup> and 90<sup>th</sup> percentiles for the five year period. Analysis of TerraNova Objective Performance reports for March 2012 shows a high level of student mastery of the objectives assessed by the TerraNova test. These reports are used to pinpoint specific strengths and weaknesses for groups of students and for individual students, allowing for targeted instructional planning. Even when overall scores are high, analysis of objective performance results enables teachers to identify specific skills and concepts that need further development for classes as a whole or for small groups of students within the class.

The 2012 TerraNova scores in Reading and Mathematics for each grade level show average scores at or above the 73<sup>rd</sup> percentile. Significant gains are noted in Reading and Mathematics in Grade 5 and Grade 7. This can be attributed in part to the adoption of new textbooks in reading and math. Additionally, teachers have modified instructional strategies for both subjects with increased collaboration between grade level teachers and expanded use of the SmartBoard to differentiate instruction. By utilizing the Objective Performance Summary reports of the TerraNova test, teachers have focused on both class and individual scores to inform instruction. In reading, teachers have focused on increasing the level of critical thinking by introducing passages with a higher degree of complexity. Emphasis has been placed on increasing the sophistication of student vocabulary. In math, a greater emphasis has been placed on writing about the process used to problem solve. Through the use of engaging online drills, basic math skills are being reinforced.

A comparison of cohort scores from March 2011 testing to March 2012 testing shows that the mean scores remained generally consistent, indicating each group made expected or better than expected academic progress. The mean Mathematics score for the class of 2013 increased from the 81<sup>st</sup> percentile in March 2011 when the group was in Grade 6 to the 90<sup>th</sup> percentile in March 2012 when the group was in Grade 7. This can be attributed in part to increased independence resulting from a more structured format

and enhanced critical thinking activities. Mean scores in grade 6 declined from 2010-2011 to 2011-2012, due to two new students who were extremely low achievers. One student has since transferred to a special needs school and the other is now classified.

Careful review of TerraNova results over a period of years enables teachers and administration to identify trends that indicate the need to further analyze particular aspects of the academic program. For instance, tracking of cohort scores over a period of years revealed that TerraNova Mathematics scores for several different cohorts declined from Grade 3 to Grade 4. This can be attributed to the increased difficulty of mathematical concepts at this grade level, and the shift from a primary to an intermediate setting with increased expectations.

It is significant to note that despite minor fluctuations, the scores for both reading and math for grade seven, the last year the TerraNova Test is administered, show a significant upward trend.

Assessment results clearly confirm that providing students with academic programs that maximize student achievement is given the utmost attention at St. Rose of Lima Academy. This commitment to academic excellence is articulated in the Academy's mission statement - "Our students are taught that God has endowed them with special gifts, and they have a responsibility to develop and share those gifts to the fullest."

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

The results of the TerraNova Test serve as a vehicle for the assessment of student progress and the ongoing evaluation of curriculum and instruction at St. Rose of Lima Academy. Tracking the assessment data year after year helps to show long term progress. Although tracking the effectiveness of the curriculum as a whole is important, it is equally important to track the progress of individual students. We aim to raise the bar for all students and given that so many of the students at St. Rose achieve high mastery, enrichment activities are planned as part of the curriculum and extra-curricular offerings.

Teachers use the assessment data to guide them when grouping middle school students for Mathematics instruction. This enables teachers to provide proper pacing and support for challenged students, while providing enhanced instruction for the highest achieving pupils. A weekly computer math class for Grades 3 through 8 provides additional opportunity for students to further develop math skills, such as number sense, statistics, probability, measurement, geometry and problem solving. Instructors from the Essex County Regional Services Commission provide basic skills and supplemental instruction to those students identified as achieving below average on standardized testing. These professionals help ensure that these students achieve maximum success within the scope of their abilities.

The analysis of assessment data contributed to the decision to adopt new textbook series for mathematics, social studies and reading. These textbooks have been selected to better meet the requirements of curriculum standards, as well as the academic levels of the students. For instance, the new *enVision* math series by Pearson Education includes a component that requires students to explain the process for solving particular math problems in paragraph form as they will be required to do on the Multiple Assessment format of the TerraNova test. Through the use of trade books to supplement the newly implemented *Treasures* reading series from MacMillan-McGraw-Hill, teachers can address weaker reading skills while challenging advanced readers. The formative and summative online assessments also help teachers address weaknesses in specific objective areas. With the use of these updated materials, the Academy will strive to maintain its high level of achievement.

Assessment results are utilized to address areas of weakness by incorporating remedial material into mandatory summer math review assignments. For the reading component, Lexile reading scores are utilized to help parents and students select appropriate summer reading assignments. Students are required to present an oral or written report when they return in the fall.

Terra Nova score reports are first reviewed by the principal and distributed to the teaching staff. A faculty meeting is held to review the results and to begin the process of developing an annual Instructional Improvement Plan as required by the Archdiocese of Newark. This collaborative process requires teachers to identify areas where student learning can be strengthened and to determine the steps that will be taken to achieve specific student achievement targets. After teachers have had ample time to familiarize themselves with their students' scores, the principal conducts a parent session to give an overview of the reports to help parents interpret the results and ask questions. Reports are presented to the parents in a written format and through a presentation at the final Home and School Association meeting of the school year. All presentations include a comparison of the school's scores to the mean scores for the Archdiocese of Newark. Additionally, the results are shared with the School Advisory Board to keep them informed as they represent the school at open houses and other marketing events. The Academy's high test scores have attracted many prospective parents who ultimately register their children at St. Rose.

Several members of the School Advisory Board's Marketing committee who are journalists for media outlets such as the *New York Times* have submitted articles and press releases about the achievements of the students to online municipal blogs that are aimed at potential school families in local communities.

Parent/Teacher conferences are held in November each year. However, parents can request a conference at any time. All schools in the Archdiocese of Newark are on a trimester schedule for the academic year. Each trimester, an interim progress report is sent home and is followed five weeks later by the trimester report card. Parents can also keep track of their child's progress through PowerSchool, an online student information system used by schools in the Archdiocese of Newark. This combined with access to online textbooks, ensures that parents always have the tools necessary to monitor and support their child's academic progress.

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

The faculty and the administration of St. Rose of Lima Academy provide a variety of presentations that offer information about current instructional practices. Best practices that lead to the continued success of the students are shared with other professionals at the local, deanery, and Archdiocesan level. The most recent topics have included differentiated instruction, the use of technology in the classroom, new anti-bullying laws, practical strategies for classroom management and behavior, and flexible groupings in a diverse classroom. The faculty attends grade level discussions with over 300 teachers from other schools in the deanery at the annual deanery staff development days. Recently, St. Rose of Lima Academy hosted faculties from other schools in the area to share what is being done in the field of technology. Of particular interest to the other schools was the use of the SmartBoards as all of the Academy classrooms have them. The administration is currently working with other area schools to continue these sessions on a more frequent basis so teachers can benefit from sharing of best practices and network with their counterparts throughout the deanery and county.

The principal of St. Rose of Lima Academy serves on the Superintendents' Principals Council and is the deanery representative on the County Executive Board. At these meetings with principals from other areas of the Diocese, new programs and academic practices are discussed and developed.

In 2012, we began implementing our ground-breaking partnership with Seton Hall University that we forged in 2011 to enable the Academy to better integrate technology into its core programs and curriculum through a number of innovative, technology-driven initiatives. This partnership with a major university gives the Academy a significant competitive edge over its peers, providing Academy students unique and unmatched learning opportunities, better positioning them for high school, college and beyond. Our state-of-the-art Technology Lab (completed in 2011), ipads in the classroom program in both the pre-k and k-8 (completed this year), smart board technology in all classrooms (completed in 2010), and state-of-the-art science lab (completed in 2009) that rivals labs at most high-schools, tell the true story about how the Academy is taking a leadership role in achieving academic excellence and advance technology-based learning.

St. Rose of Lima Academy is proud of its long standing reputation for quality education. Showcasing these technologies has proven beneficial not only to visiting faculty but to the Academy staff as well.

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

St. Rose of Lima Academy is proud to share its assessment results with all constituencies involved. TerraNova results are shared with the parish and broader Millburn/Short Hills community through parish bulletins, websites, and press releases. Visitors to St. Rose are interested in the quality of education offered to students as the Academy is located in an academically rigorous school district whose high school is often ranked number one in the State of New Jersey. Therefore, having the TerraNova scores accessible is key in communicating the academic excellence achieved at St. Rose.

St. Rose of Lima Academy has an extensive marketing plan in place to help “get the message out” about all of the positive things that are happening here. Open houses are held on at least four occasions throughout the school year to offer prospective parents a glimpse into what a school day is like here at the Academy.

St. Rose has a long tradition of parent and community involvement in both academic programs and extracurricular activities. Monies provided by the Home and School Association’s extensive fundraising activities (book fairs, annual dinner dance, raffle, and silent auction) have been essential to the Academy’s efforts to upgrade facilities for science and computer technology. Many parents work for large businesses or corporations taking advantage of their matching gifts programs to help with funding for various activities to support academic excellence.

Parents are frequent guest readers in the pre-school and primary grades. They also volunteer in the Academy’s library, cataloging and shelving books as well as reading to classes. Parents whose occupations or avocations relate to curriculum topics often make themselves available to give presentations in the classroom and to answer student questions. The Millburn Police Department provides the DARE program to the 5<sup>th</sup> graders, and the Fire Department conducts programs on fire safety for the students.

Direction and manpower for the Academy’s after school enrichment program have been provided by school parents. This program has included such offerings as aviation, Irish step dancing, magic, and knitting. An ongoing activity spearheaded by volunteer parents is the school newspaper, *The Blurb*, a monthly color publication written and produced by Academy students.

Additional funds for school initiatives have been raised by St. Rose’s Knights of Columbus Council #6386. They have sponsored a gala Christmas concert with the proceeds going to the Academy scholarship fund.

# PART V - CURRICULUM AND INSTRUCTION

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## 1. Curriculum:

St. Rose of Lima Academy's curriculum is based on the New Jersey Core Curriculum Content Standards and the Curriculum Guidelines of the Archdiocese of Newark. Standards of professional organizations, current research, and practice are also reviewed in the development of curriculum. The school motto, "Respect, Love, and Education through Christ is integrated in all curriculum areas.

Religious Studies: Students receive daily instruction to further their spiritual formation, preparing them to participate in sacramental life. They study the life of Jesus, the Saints, Sacraments, Scripture, morality, and Church history. Attendance at monthly Masses and prayer opportunities enhance spiritual life. Students at St. Rose participate in service projects and outreach programs at the school and in conjunction with the parish.

Reading/Language Arts: Literacy is provided in a balanced approach with all strands intertwined within the program of studies. Reading, writing, speaking, listening, and viewing/media literacy constitute the pillars of the curriculum. Emphasis on phonemic awareness is stressed in the primary grades providing the key for a passion for lifelong learning.

Mathematics: Mathematics focuses on number sense, computation skills, problem solving, critical thinking skills, algebra and mathematical concepts. Through the use of manipulatives, math games, and other technology resources, students get a sense of various approaches to mathematical concepts. As students progress, the level of difficulty intensifies. Beginning in grade six, students are grouped by aptitude. Technology is integrated in the mathematics program through a computer math class held weekly. Students receive one or two additional classes to develop specific mathematical skills, and apply concepts.

Science: At St. Rose, science is not merely a collection of facts and theories but a process - a way of thinking about and investigating the world in which we live. The main strands are scientific processes, science and society, mathematical applications, life, physical and earth sciences, astronomy, and space discovery. All students have the opportunity to participate in hands-on, authentic experiences. The recent addition of a state-of-the-art science lab further enhances science understanding through experiences with science tools.

Social Studies: The disciplines of history, geography, civics, and economics constitute the social studies curriculum. Instruction includes interdisciplinary connections among these areas. Through project-based learning, research, virtual and real field trips, and the review of primary documents, teachers provide students with the knowledge, skills and attitudes they need to be responsible citizens and contributing members of an ever-changing technological, global society.

Fine Arts: The arts are studied for their history, works, and cultural traditions. Emphasis is placed on education in the arts at St. Rose since the school's mission is to develop the whole child. The study of the arts is integral for the achievement of human, social, and economic growth. Opportunities are provided for students in music, theater, and visual art. Students participate in choir, art shows, an annual spring musical, and Christmas concerts.

Physical Education: The physical education program utilizes the Presidential Physical Fitness Program and an Anti-Bullying program to emphasize the value of physical health and emotional well-being. These objectives are addressed in regularly scheduled classes and in activities such as annual field day, student Olympics, and intermural programs in basketball, track and cross country.

**World Language:** The world language curriculum is designed to develop students' communication skills and appreciation for various cultures. All students receive Spanish instruction until they choose between Spanish and Latin in grade 6. In Spanish, students aim to achieve Spanish I proficiency by graduation. Latin instruction provides an overview of the language and culture of Rome emphasizing sophisticated vocabulary development based on Latin derivatives. St. Rose of Lima Academy is in compliance with the Blue Ribbon Program's foreign language requirements.

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

A balanced approach is used to develop the language arts literacy curriculum. A basal reading program is used in Kindergarten through grade five. While a literary anthology is available to readers in the middle school, the program relies primarily on examples of classic literature in the classroom and trade books for the independent reading that is required throughout the year.

This program is based on the premise that literacy education is only effective to the extent that it promotes positive and enduring learning among participants. Teachers strive to be models of literate behavior. They read aloud to students daily and constantly provide opportunities for independent reading. Literature-rich environments are created within each classroom and throughout the school.

The middle school program builds upon previously learned knowledge to insure that all students move on to high school with the necessary skills to give them a basis for success. Reading a variety of genres ranging from Shakespeare to the more contemporary works of Mark Twain, Harper Lee, and Edgar Allan Poe, teaches students to read critically, and to understand how the issues raised still apply to today's society.

Teachers differentiate instruction to meet the diverse needs of all students. They use reading groups to provide guidance at each student's instructional level and to teach skills and strategies. At the primary level, leveled readers are an integral part of the program giving students access to a variety of fiction and non-fiction at their level. Fluency in reading and writing is encouraged through choral reading, **Readers' Theater** and reading response logs. Multiple genres, author studies and multicultural reading are explored throughout the grade levels.

Students are engaged in word study through the **Sitton Spelling** program, sorting, discovering patterns and developing proofreading skills. In an effort to further spelling literacy, St. Rose participates in the **National Scripps Spelling Bee** at all grade levels.

St. Rose has just adopted the new reading series, "Treasures" from Macmillan/McGraw-Hill, for grades kindergarten to grade five. This series provides features that seamlessly integrate technology into the learning process. The program offers practice lessons and activities that engage students in applying the skills they need to succeed. There are graphic organizers, audio with word tracking, vocabulary, spelling and links to outside literary resources. Teachers have access to lesson plans, online formative and summative assessments, and databases of literature resources.

## **3. Mathematics:**

The mathematics curriculum at St. Rose follows the National Common Core Standards, Archdiocesan Curriculum Guidelines, and the National Council of Teachers of Mathematics (NCTM) standards.

Kindergarten through grade five standards provide students with a solid foundation in whole numbers, basic skills, fractions, and decimals, which enables them to successfully move on to more demanding math concepts, including geometry, algebra, probability and statistics.

The development of mathematical skills and conceptual understanding is supported through extended instruction. For example, **The Number Corner Bridges in Mathematics**, is a series of fifteen to twenty

minute workouts that provide practice with skills and repeated exposure to fundamental math concepts. Each workout focuses on a skill or concept. Workouts involve whole group games and activities for independent practice. In September of 2012, Saint Rose adopted the **First in Math** online program, emphasizing facility with basic math concepts which correlate directly to the new common core standards. The program encompasses skills for kindergarten through 8<sup>th</sup> grade algebra. It allows students to work at their own level of competency, thereby giving students performing below grade level greater confidence and challenging higher level students to exceed classroom expectations.

The school utilizes a variety of instructional approaches which include technology and manipulatives. All classrooms have SmartBoards and wireless internet. Grades kindergarten through six use *Pearson enVision Math*, which includes online textbooks and digital teacher resources. Students in grades three and four have an additional math class in the computer lab while students in grades five through eight have two additional classes per week. These classes allow students to explore mathematical concepts with direct technological integration. The Computer Math curriculum is divided into trimesters covering Geometric Relations and Formulas; Mathematical Processes and Problem Solving; and Probability and Statistics.

Students are homogeneously grouped for mathematics in grades six through eight. One full year of Algebra is offered to all students in grade eight and a year of Pre-Algebra is offered to students in grade seven. Classified students receive assistance for mathematics either through in-class support or through a pull-out program provided by the state through the Essex County Regional Services Commission.

This curriculum approach, textbook selection, and additional supporting technology were chosen to introduce and reinforce the sequential acquisition of math skills and concepts as required in the National Common Core Standards.

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

The middle school science program is an integrated science course, covering life science, physical science, environmental science, and earth and space science.

The course is project and problem based, and the learning is hands on. Lessons are organized into thematic units. Each unit of study emphasizes scientific inquiry, problem solving and critical thinking, knowledge synthesis, and active participation in the living systems that exist around us. Students work on authentic projects to understand real world issues and problems on a local, national, and global scale. These projects require a considerable amount of collaboration among students, teachers, and scientists worldwide. Students build, design, create, explore, discuss, and analyze data on a daily basis, and constantly challenge themselves as learners.

Access to digital tools, such as, laptops, interactive SmartBoards, and wireless internet, enables students to explore and utilize the limitless resources and capabilities of the World Wide Web. GPS, Google Earth, and other remote sensing, visualization and simulation technologies provide opportunities for students to observe and study places and phenomena which would otherwise have been impossible due to limitations of time, space, and settings. Students can now carry out scientific investigations from the polar region of Antarctica and the savannas of Africa, to the intricacies of the micron environment of the cell.

Through mentoring programs and collaborative projects, like Polar Science, Planting Science, and Jason Project, students have become a part of a global community of learners. Using webcasts, emails, and blogs, students share findings, insights, and questions with other students and scientists worldwide. Students engage in hands-on plant investigations through Planting Science [[www.plantingscience.org](http://www.plantingscience.org)], a collaborative learning and research resource supported by scientific societies and universities. Authentic learning is reinforced through the Jason Project [[www.jason.org](http://www.jason.org)], an online curriculum developed by the National Geographic Society. The program uses research data from NASA, NOAA, and other

organizations connecting students with scientist explorers through live events and message boards. This creates a learning environment where students participate in social networking communities engaged in relevant issues.

In 2012, the Academy was honored by Toshiba/NSTA as the Northeast regional winner in the ExploraVision national competition. There were 92 regional entries and 15000 students competing overall.

The accessibility of curriculum resources and requirements electronically has also paved the way for a paperless curriculum, a huge step to going green. Curriculum materials are shared online through links, blogs, and the curriculum calendar in the science online website <https://www.myhaikuclass.com/u/cristinawage/portal>.

## **5. Instructional Methods:**

The teaching philosophy of St. Rose of Lima Academy is “to teach as Jesus did.” Teachers are encouraged to employ Jesus’ teaching methodology, starting with the learners’ context. This methodology allows learners to discover, takes advantage of teachable moments, and provides learners with opportunities to practice what they learn. The goal of instruction is to form students into contributing citizens of an ever-changing, technological, global society. Therefore, the school recognizes the connection between learning and life. A heterogeneous learning environment is arranged in which teachers adapt classroom strategies to different students’ needs, so that all students experience challenge and success. Students work on varied tasks, at different paces, and are assessed using different mechanisms and criteria. A learning climate is created that promotes mutual respect and recognizes that in a classroom of 20 students there are 21 learners, including the teacher. Outcomes are delineated and then instruction is designed and delivered utilizing authentic experiences that facilitate divergent thinking and the application of knowledge across the disciplines.

Current educational research and best practices guide the development of instructional practice. Teachers design and deliver instruction that is relevant to the child’s world. Student aptitude, interests, and learning styles are considered in the lesson development. Skills and information are presented with appropriate pace and sequence to provide a proper foundation. There is an emphasis on the development of interdisciplinary units of study in order to dissolve the boundaries between different content areas and encourage links between them.

The faculty of St. Rose of Lima Academy recognizes that the more actively engaged the learner is in the act of learning through discussion, practice by doing, and teaching others, the more learning will be retained. Teachers incorporate student presentations, cooperative learning, hands on activities, guided practice, and multi-media presentations into their daily lessons. Students are encouraged to brainstorm with each other, summarize and generate hypotheses to solve problems.

St. Rose of Lima Academy supports 21<sup>st</sup> century learning by providing teachers and students with access to technology and digital resources that enhance the teaching/learning process and facilitate communication and collaboration.

## **6. Professional Development:**

Professional Development at St. Rose of Lima Academy is comprehensive and ongoing. Teachers are provided opportunities for formal course work and in-service sessions as they correlate with each teachers’ Personal Improvement Plan. Additionally, all professional development choices align with the Professional Improvement Plan of the Archdiocese of Newark and the school wide initiatives. TerraNova class reports are also used to evaluate methods, materials, and the direction of current curriculum.



The impact of professional development is monitored through the teachers' evaluations, which include both informal and formal observations, review of documents such as student work, assessments, and assignments as they pertain to lesson plans and curriculum maps.

Again this year, St. Rose of Lima Academy teachers are participating in an Archdiocesan staff development training for Math. This training has come at the suggestion of the Diocesan Mathematics Curriculum Committee showing the importance of professional development opportunities that will support and guide teachers as they prepare to implement the new Common Core Standards. Training is provided by AUSSIE, a professional development provider, to offer grade-specific professional development workshops enabling teachers to focus on grade specific mathematics content. These sessions will also provide the opportunity for teachers to learn from, and share with their grade level colleagues from other schools in the Archdiocese.

Through the efforts of the Technology Committee, School Advisory Board and the Technology instructor, the Academy has embarked on a partnership with Seton Hall University, a Catholic university located in South Orange, New Jersey to help broaden and enrich programs at St. Rose and to provide guidance for innovative technology driven initiatives. These initiatives are in the early stages of implementation. The Technology Department at the University will be providing professional development opportunities to help expand the use of technology in the classroom.

In the summer of 2012, many of the Academy teachers participated in a series of technology-driven workshops presented by the **Teq** Corporation at Kean University in Union, New Jersey. These sessions helped to expand previous staff development held at the Academy during the school year and to increase teacher confidence in the use of technology. The focus has been on incorporating the use of SmartBoards and iPads across the curriculum. Two class sets of iPads were purchased with funding provided by the Technology Committee.

These staff development projects have a direct impact on teaching, and broadens the scope of content that teachers can provide to the students.

## **7. School Leadership:**

The mission statement of St. Rose of Lima Academy states that the school strives to “develop the whole person through a community experience of faith, academics, and service.” This in itself is a huge challenge and not one that can be done by one person. The pastor, as chief administrator of the total parish educational program, sets the spiritual tone of the school by his presence, and by providing opportunities for religious experiences. The Academy is very fortunate that the pastor is supportive of Catholic Education and specifically of St. Rose of Lima Academy. Additionally, the parish at large helps to support all endeavors as well. For example, this past spring as a memorial to one of the priests who passed away, a fundraiser was conducted to upgrade the school library. Through this memorial fund many enhancements were added to the existing library.

The School Advisory Board is another arm of leadership at St. Rose. The primary responsibility of the board is to advise the principal and pastor on issues and to recommend policy. The sub-committees of the board have worked tirelessly to assist the Academy in establishing a five year plan to keep the school up to date with advances in technology, property maintenance, and development, as well as with the effective stewardship of school and parish resources.

The principal, the administrative head of the school, is responsible for its effective operation, curriculum implementation, and staffing. The principal is a support person for the instructional staff, providing leadership in educational issues, and insuring that the staff has everything needed to continue to provide a vibrant and challenging academic program for the students. Additionally, it is the responsibility of the principal to guide all curriculum related efforts to insure that the Academy is in line with the requirements

of the New Jersey and Archdiocesan standards. The progress of the Instructional Improvement Plan is monitored each year by the principal to insure that students are meeting the academic expectations.

The principal works to ensure that all students receive the academic support and challenge they need to optimize their learning experience at Saint Rose. She is an active member of that team and participates in all child study meetings with the team and the parents. The principal feels that this participation is essential so that she can meet the needs of all students by advocating on their behalf.

## **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>\$6700</u>	<u>\$6700</u>	<u>\$6700</u>	<u>\$6700</u>	<u>\$6700</u>	<u>\$6700</u>
<b>6th</b>	<b>7th</b>	<b>8th</b>	<b>9th</b>	<b>10th</b>	<b>11th</b>
<u>\$6700</u>	<u>\$6700</u>	<u>\$6700</u>	<u>\$</u>	<u>\$</u>	<u>\$</u>
<b>12th</b>	<b>Other</b>				
<u>\$</u>	<u>\$</u>				

4. What is the educational cost per student? (School budget divided by enrollment) \$7150

5. What is the average financial aid per student? \$35

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?  
1%

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: Terra Nova 3rd Edition

Edition/Publication Year: 2008 Publisher: CBT 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	84	81	83	85	87
Number of students tested	23	17	23	18	23
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	0	0	0	0	0
<b>2. African American Students</b>					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
<b>3. Hispanic or Latino Students</b>					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
<b>4. Special Education Students</b>					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
<b>5. English Language Learner Students</b>					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
<b>6.</b>					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
<b>NOTES:</b>					
Masked indicates data were not made public because fewer than 10 students were tested.					
The Archdiocese of Newark began using the Terra Nova 3rd Edition in March 2009. Earlier editions of the test were administered in the proceeding years.					

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## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: Terra Nova 3rd Edition

Edition/Publication Year: 2008 Publisher: CBT 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	87	82	83	82	88
Number of students tested	23	17	23	18	23
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	0	0	0	0	0
<b>2. African American Students</b>					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
<b>3. Hispanic or Latino Students</b>					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
<b>4. Special Education Students</b>					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
<b>5. English Language Learner Students</b>					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
<b>6.</b>					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
<b>NOTES:</b>					
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## NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: Terra Nova 3rd Edition

Edition/Publication Year: 2008 Publisher: CBT 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	76	78	62	80	73
Number of students tested	12	23	17	22	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	0	0	0	0	0
<b>2. African American Students</b>					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
<b>3. Hispanic or Latino Students</b>					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
<b>4. Special Education Students</b>					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
<b>5. English Language Learner Students</b>					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
<b>6.</b>					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
<b>NOTES:</b>					
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## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: Terra Nova 3rd Edition

Edition/Publication Year: 2008 Publisher: CBT 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	87	87	74	90	78
Number of students tested	12	23	17	22	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	0	0	0	0	0
<b>2. African American Students</b>					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
<b>3. Hispanic or Latino Students</b>					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
<b>4. Special Education Students</b>					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
<b>5. English Language Learner Students</b>					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
<b>6.</b>					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
<b>NOTES:</b>					
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## NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: Terra Nova 3rd Edition

Edition/Publication Year: 2008 Publisher: CBT 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	80	75	81	72	68
Number of students tested	21	17	18	24	21
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
<b>2. African American Students</b>					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
<b>3. Hispanic or Latino Students</b>					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
<b>4. Special Education Students</b>					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
<b>5. English Language Learner Students</b>					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
<b>6.</b>					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
<b>NOTES:</b>					
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## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: Terra Nova 3rd Edition

Edition/Publication Year: 2008 Publisher: CBT 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	85	77	86	75	84
Number of students tested	21	17	18	24	21
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
<b>2. African American Students</b>					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
<b>3. Hispanic or Latino Students</b>					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
<b>4. Special Education Students</b>					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
<b>5. English Language Learner Students</b>					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
<b>6.</b>					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
<b>NOTES:</b>					
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## NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 6

Test: Terra Nova 3rd Edition

Edition/Publication Year: 2008 Publisher: CBT 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	73	81	74	73	81
Number of students tested	12	15	24	20	20
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	0	0	0	0	0
<b>2. African American Students</b>					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
<b>3. Hispanic or Latino Students</b>					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
<b>4. Special Education Students</b>					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
<b>5. English Language Learner Students</b>					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
<b>6.</b>					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
<b>NOTES:</b>					
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## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 6

Test: Terra Nova 3rd Edition

Edition/Publication Year: 2008 Publisher: CBT 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	75	87	76	73	79
Number of students tested	12	15	24	20	20
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	0	0	0	0	0
<b>2. African American Students</b>					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
<b>3. Hispanic or Latino Students</b>					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
<b>4. Special Education Students</b>					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
<b>5. English Language Learner Students</b>					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
<b>6.</b>					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
<b>NOTES:</b>					
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## NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 7

Test: Terra Nova 3rd Edition

Edition/Publication Year: 2008 Publisher: CBT 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	90	80	81	83	84
Number of students tested	15	21	16	19	28
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	0	0	0	0	0
<b>2. African American Students</b>					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
<b>3. Hispanic or Latino Students</b>					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
<b>4. Special Education Students</b>					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
<b>5. English Language Learner Students</b>					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
<b>6.</b>					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
<b>NOTES:</b>					
Masked indicates data were not made public because fewer than 10 students were tested.					
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## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 7

Test: Terra Nova 3rd Edition

Edition/Publication Year: 2008 Publisher: CBT 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	85	80	76	84	82
Number of students tested	15	21	16	19	28
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	0	0	0	0	0
<b>2. African American Students</b>					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
<b>3. Hispanic or Latino Students</b>					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
<b>4. Special Education Students</b>					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
<b>5. English Language Learner Students</b>					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
<b>6.</b>					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
<b>NOTES:</b>					
Masked indicates data were not made public because fewer than 10 students were tested.					
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