

U.S. Department of Education
2014 National Blue Ribbon Schools Program

[] Public or [X] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Mrs. Deborah C. O'Neil, M.Ed.

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name St. Bernadette School

(As it should appear in the official records)

School Mailing Address 266 Main Street

(If address is P.O. Box, also include street address.)

City Northborough State MA Zip Code+4 (9 digits total) 01532-1626

County _____ State School Code Number* N/A

Telephone 508-351-9905 Fax 508-351-2941

Web site/URL http://www.stb-school.org E-mail mkane@stb-school.org

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

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 _____

(Principal's Signature)

Name of Superintendent*Dr. Delma Josephson

(Specify: Ms., Miss, Mrs., Dr., Mr.,

E-mail:

djosephson@worcesterdiocese.org

Other)

District Name Diocese of Worcester Tel. NA

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. Kristin Melley

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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 _____

(School Board President's/Chairperson's Signature)

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) 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 a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) 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, a public school must meet the state’s AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any 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.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- Elementary schools (includes K-8)
 - Middle/Junior high schools
 - High schools
 - K-12 schools
- TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 9 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	27	29	56
K	23	20	43
1	28	20	48
2	26	29	55
3	30	31	61
4	25	22	47
5	36	36	72
6	18	30	48
7	12	18	30
8	17	24	41
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	242	259	501

5. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 19 % Asian
 - 2 % Black or African American
 - 6 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 70 % White
 - 2 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report 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.)

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 3%

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	4
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	13
(3) Total of all transferred students [sum of rows (1) and (2)]	17
(4) Total number of students in the school as of October 1	501
(5) Total transferred students in row (3) divided by total students in row (4)	0.034
(6) Amount in row (5) multiplied by 100	3

7. English Language Learners (ELL) in the school: 1 %
6 Total number ELL
 Number of non-English languages represented: 18
 Specify non-English languages: Korean, Arabic
8. Students eligible for free/reduced-priced meals: 2 %
 Total number students who qualify: 12

If this method is not 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.

9. Students receiving special education services: 8 %
41 Total number of students served

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>2</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>75</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>19</u> Specific Learning Disability |
| <u>3</u> Emotional Disturbance | <u>4</u> Speech or Language Impairment |
| <u>2</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 |

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	3
Classroom teachers	28
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	10
Paraprofessionals	8
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 18:1

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

Required Information	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	97%	97%	96%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

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

Yes No X

If yes, select the year in which your school received the award.

PART III – SUMMARY

St. Bernadette School, a Roman Catholic elementary and middle school located in Northborough, Massachusetts, was established in 1997 by the Diocese of Worcester. The school is accredited by the New England Association of Schools and Colleges and was reaccredited in 2012. It was noted in the reaccreditation report by the Visiting Committee that St. Bernadette School's commitment to Mission is one of its greatest strengths.

The mission of St. Bernadette School is deeply rooted in firm Catholic beliefs and traditions. We are committed to providing a high-quality education that develops the intellect, inspires the spirit, and guides students to do what is right and just. In partnership with the Church and family, we encourage our students to exemplify Christian values and to become life-long learners.

Everything that St. Bernadette School (SBS) does and is, is rooted in its strong sense of faith. This not only includes the Catholic faith, but a diversity of faiths including Hindu and Sikh. St. Bernadette School serves students in Pre-K3 through Grade 8 and offers a rigorous academic program to a diverse student body, which includes many international students. St. Bernadette School is the largest Elementary/Middle school in the Worcester Diocese and has been referred to as the "Flagship of the Diocese" by the Most Reverend Robert J. McManus, Bishop of Worcester, because of its growth, stability and viability, high student retention rate, rigorous and innovative curriculum, and strong commitment to faith and mission. While other Catholic schools throughout the state are struggling with declining enrollments leading to mergers and closures, St. Bernadette has grown dramatically during its young 16 years history growing from 41 students in its first year to its current enrollment of 501 students for the 2013-14 school year, representing an increase of more than 1,100% in its enrollment.

Limited class sizes and a talented and dedicated faculty enable the School to maintain consistently high standards for all students while ensuring individual attention. All grade levels K-8 consist of 2-3 classes per grade with an average of 20 students per class. The SBS faculty also includes 2 Full-time Resource teachers for Reading and English Language Arts (ELA) – which is quite unusual for an Elementary Catholic School in our Diocese. Consistently high test scores on the Terra Nova 3 standardized assessment test is also another strong indicator of the strength of curriculum and high expectations that we have for our students.

St. Bernadette has adopted Common Core throughout its curriculum while maintaining the strong Catholic identity that the school is known for. A Computer Lab and a Mobile Macintosh Lab along with Interactive White Boards in every classroom support our curriculum in all areas. A one-to-one iPad program was introduced in the 7th and 8th grades in the 2012-13 school year and has opened up a variety of new learning experiences including e-textbooks with the opportunity for a plethora of additional research opportunities. Partnerships with local universities extend learning beyond the classroom. The curriculum is enhanced by foreign language at every grade level, whole language with a strong phonics component, pre-algebra, and project-based learning experiences. Many of our Middle School students have been selected for the National Junior Honor Society, which recognizes those students who have demonstrated excellence in the areas of Scholarship, Leadership, Service, Character, and Citizenship.

Parents are actively engaged in the school on many levels contributing to a strong sense of community and camaraderie which is evident in school culture. The Parent Organization, called the Parent Guild, sponsors many family oriented events and fundraisers throughout the year, such as Spree Day, Family Picnic, Walkathon, and Golf Tournament, and our Outreach Club initiates many community service projects. Our sports teams, including basketball, cross country, ski, golf, and track are open to both boys and girls, coached by volunteer parents. Other extra-curricular clubs include theater, band, chorus, homework, chess, and yearbook. The Extended Day Program and Summer Academic Enrichment and Recreation Programs are designed to expand children's horizons in a safe environment.

Middle school students feel a strong sense of ownership, responsibility, and leadership through the establishment of a House system in which students in grades 6-8 are divided into five houses of approximately 25 students each with one faculty advisor. The students assume ownership of their house and

are asked to write a mission statement, select a Patron Saint, and design a shield. Each house also has its own color and chooses a name. The houses meet every Friday and discuss goals and plan for different community and outreach projects. They also act as mentors to students in the lower grades by assisting classroom teachers with mathematics, science, and art projects.

Strong evidence of St. Bernadette School's commitment to faith, academics, community, and the development of the whole child, along with consistently high standardized test scores, make St. Bernadette School worthy of Blue Ribbon status.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

St. Bernadette School administers the TerraNova 3 Achievement Test with InView published by CTB McGraw-Hill. Students in grade 2-7 are given the Multiple Assessment each Spring while the 8th grade is given the Complete Battery in the Fall. The Complete Battery is a series of assessments that generate norm-referenced achievement scores. Subtests include Reading, Vocabulary, Language, Spelling, Mathematics, Science, and Social Studies. The Multiple Assessment includes written responses and measures higher-order thinking skills, as well as the basic and applied skills. SBS will be moving to the TerraNova Common Core test in the 2013-14 school year.

Students tested included nearly 50 with either IEP's or Accommodation Plans. Those students were tested in small group settings and were allowed extra time to complete the required tests. No other special accommodations were made nor were there any other subgroups. Although the school has an Asian population of 19.96%, the scores were not disaggregated since there are fewer than 10 Asian students per grade.

SBS students have historically scored very well on the Terra Nova tests with marked improvements noted over the last five years. In analyzing test scores to determine strengths and weaknesses in curriculum and making adjustments in instructional methodology and updating curriculum materials, students' competencies have increased and is reflected in testing outcomes. When reviewing SBS's eligibility for Blue Ribbon School (BRS) status, the SBS scores easily exceeded the BRS cut scores at every grade level – in most cases by more than ten points. This is particularly evident in the seventh and eighth grade scores exceeding cut scores by 14-24 points –meeting the expectations of excellence at SBS.

When reviewing scores, administrators look for consistent improvement as student's progress from grade level to grade level. This progression is seen when looking at a five year view in all subject areas. Student retention rate is very high at SBS so scores reflect the progression of a relatively stable set of students. This is significant when coupled with faculty stability, allowing for consistency and continuity in addressing the needs of all students while maintaining a rigorous program supported by resources including cutting-edge technology, professional development and collaboration among staff, students and families. Student performance at SBS surpasses that of other schools across the nation that administer the Terra Nova 3. In general, the Worcester Diocese Catholic Schools exceed the national averages and SBS scores are above the average for the Diocese. While we do not compare our scores in such a manner, the data indicates that SBS students demonstrate a proficiency that sets a standard for our students that is imperative to maintain throughout our program.

Reading, Mathematics, and Science scores over the past five years have increased significantly. Gains are seen across all grade levels from year to year. In looking at a five year spread of the current seventh and eighth grade classes, the seventh grade has improved by 57 points in Reading, 89 points in Math and 50 points in Science since the third grade; the eighth grade scores have increased by 44 points in Reading, 80 points in Math, and 61 points in Science compared to their fourth grade score. These significant gains can be attributed to the administration and faculty analyzing Terra Nova test results, a Curriculum Mapping initiative that coincided with the recent reaccreditation process, resulting in improvements to curriculum and instruction that strengthened the Reading, Mathematics, and Science programs. This, along with the implementation of Common Core, resulted in significant enhancements in all areas.

2. Using Assessment Results:

Reviews of Terra Nova 3 testing result data by both faculty and administration help to inform instruction and student learning, resulting in the selection of appropriate curriculum materials and resources to enhance student understanding and performance. Analyzing of test results has had direct correlation with significant changes and enhancements in the curriculum over the past five years. For example, upon reviewing the strengths and weaknesses in the Science scores, it was determined students would benefit from a new science curriculum across all grade levels that has been phased in over the last three years. Grades K-4

adopted the new Nancy Larson Science program, a hands-on program that develops scientific method through critical reading and study skills. SBS has worked very closely with the publisher on rolling out this program and is even featured on their website as a “success story”. Grades 5-6 adopted a STEP based program (Science Through Experiments Program) centered on the development of an understanding of the scientific method in areas of physical science, a skill-set that is further developed in Grades 6-8 in earth and life science. As a result of these curriculum changes, SBS saw a significant increase in Terra Nova Science scores over a four year period across all grades. For example, the Fourth grade class in the 2009-10 school year had a Mean Science score of 658.5. Over a 4 year period, their Mean score increased by 46.9 points with a Mean score of 705.4 in the 2012-13 school year. Similar changes were made to the Mathematics and ELA curriculums with significant increases in Terra Nova scores as a result. That same Fourth Grade Class saw a 63.2 point increase in their Mathematics Terra Nova Scores and a 38.6 point increase on their Reading scores over the same four year period.

Individual Terra Nova results are sent home to parents with a letter from the Principal explaining how to read the results. Bi-Annually, Parent Information Sessions are conducted during Parent Guild Meetings to respond to questions on both curriculum and Terra Nova results. Individual results are also available for discussion at Parent Teacher Conferences. With the inclusion of Common Core State Standards, a parent Curriculum Night was held during the 2012-13 school year to inform parents about changes and enhancements to curriculum. With the introduction of the Common Core Version of the Terra Nova test, test results will be published on the school website.

3. Sharing Lessons Learned:

St. Bernadette School has gained a reputation for being innovative and creative in establishing successful programs. As a result, SBS teachers and administrators are invited to present regularly both locally and nationally at conferences and professional development days. For example, the SBS Principal and a teacher will present “How Technology Can Expand Catholic Identity” at the National Catholic Educational Association conference this spring. Faculty/Administrators have also presented at the Association of Supervision & Curriculum Development and Association of Catholic Admissions & Advancement Professionals conferences.

District-wide Technology days have included presentations by several SBS Faculty members. As SBS was one of the first schools in the Diocese to begin the process of Curriculum Mapping, SBS has facilitated and hosted many Diocesan Professional days on the subject, acting as mentors to other schools as they implemented their strategies. SBS teachers have mentored new faculty in other schools who are seeking to expand/enhance their programs. SBS has also been visited by teams from other independent schools to observe & collaborate on topics such as technology integration across disciplines and establishing a successful one-to-one iPad program.

An SBS Middle School Teacher has been recognized by the Discovery Education Network naming her to the State Leadership Council - one of 14 such educators in the state and one of only three Catholic School teachers in the nation. She was also chosen to attend their Summer Institute for an intense week-long professional development experience and was one of only 25 educators in the country chosen for Congress in the Classroom at the Dirksen Center in IL. She brings experiences and resources gained back to share with other teachers at SBS and across the Diocese.

SBS teachers serve regularly on Visiting Teams for the New England Association of Schools & Colleges. The SBS Principal was a member of the Commission on Independent Schools with NEAS&C for six years and has served as Visiting Committee Chairperson for more than a dozen school accreditation visits, including one international committee in Italy. She was one of 250 educators nationwide invited to the NCEA’s Centennial Symposium on Catholic Education in Washington DC in 2004. The SBS Principal has also been recognized in both the Archdiocese of Boston and Diocese of Worcester as a mentor for new Principals. As a testament to her leadership and mentoring of her own teachers, two SBS teachers have become Principals within the Diocese during her tenure.

4. Engaging Families and Community:

In 2012, SBS was re-accredited by the New England Association of Schools & Colleges. As part of this process, all constituencies were surveyed including, parents, parishioners, students, and School Advisory Board members. This was accomplished through electronic surveys and focus group meetings. The self-study team found this input extremely helpful.

One major recommendation of the Visiting Team and Commission for Independent Schools required that a strategic plan be written. The SBS Advisory Board is currently drafting a 5-Year Long Range Strategic Plan and have begun a series of “Town Hall Meetings” with parents to brainstorm strengths and areas for growth on four main topics: School Mission & Catholic Identity, Student Experience, Parent Experience, and Facilities. This input will guide the development of a survey to be distributed to all school families. Faculty and staff will also provide feedback on the topics to ensure that all voices are heard as we develop a plan for the continued viability of our school.

Outside of these initiatives, communication with parents and community members is very strong. Since the 2009-10 school year, SBS has used electronic communications to reach all constituencies. The SBS website (www.stb-school.org) and “Virtual Envelope” sent out each Friday includes a Newsletter and fliers, notifying parents regularly on programs and practices. “Homeroom Parents” work closely with teachers assisting them with communicating needs on a class level.

The Parent Guild, led by a four-person Board, is an active organization for all parents that provides support on many levels, including volunteer efforts, fundraising, and opportunities for parent input. The Principal and Assistant Principal are always in attendance and deliver a monthly report to update parents on timely topics and provide a venue for parents to question the Administration on topics that are important to them and the community.

A testament to parent participation and pride in SBS is among their volunteer efforts. Parents volunteer each day to open car doors in the parking lot, assist with Open Houses, as well as at lunch and recess. Many are host families to new SBS families offering them guidance as well as to visiting students from Korea. SBS also recently introduced “Word of Mouth Cards” that families may distribute to others interested in the school. When asked, most new families are referred by families currently enrolled in the school making our parents our best marketing tool.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

SBS has adopted Common Core and has reviewed current programs and practices. The administration and faculty have introduced new Reading, Math, Science, and Social Studies curriculums at all grade levels within the last two years integrating technology in all subject areas. The multi-year initiative of curriculum mapping, along with the analyzing of Terra Nova assessment scores, brought to light gaps and overlaps within the curriculum and has prompted the faculty and administration to adjust the curriculum accordingly.

Technology is prominent throughout the curriculum at every grade level. Each classroom is equipped with interactive white board technology which is used by teachers to enhance classroom lessons. Each teacher is also equipped with an iPad. From virtual field trips to virtual science labs, teachers and students take full advantage of the resources available to them. Students in grades K-6 also have a weekly technology class in the computer lab with SBS's full-time Technology teacher. A portable Macintosh Lab with 24 Macbooks and a portable iPad lab with 9 iPads are also available to share amongst classrooms. A one-to-one iPad program was introduced in the 7th and 8th grades in the 2012-13 school year and has opened up a variety of new learning experiences including e-textbooks with the opportunity for a plethora of additional research opportunities.

St. Bernadette School is in compliance with the program's foreign language requirements. Spanish is introduced in Pre-K based on an immersion philosophy. The study of Spanish is mandatory in all grades PK3 to 8 with the exception of grade 6. The teacher for Pre-K through grade 5 is a native Spanish speaker. Beginning in grade 5, Spanish instruction is twice weekly and in grades 7-8 it is three times weekly, preparing students for Spanish 2 in high school. The sixth grade program is an introduction to Latin, an approach that strengthens students' ELA skills and has also prompted the introduction of a new Greek and Latin Roots program in Grades K-8 called "The Rooted Mind". Students focus on 1-3 roots weekly, brainstorming words they know and challenging one another to look for additional words in any text encountered across all curriculum areas. Challenge sheets are posted on a bulletin board for inter-grade competition. The expectation is that students will expand vocabulary and develop critical understanding across all content areas, positively impacting their achievements.

All students are enriched with music and art classes weekly as part of the curriculum. Opportunities for further exploration in the visual and performing arts are available via after school programs in theater, chorus, band, and art. Every student is required to participate in an annual Christmas concert as part of the music curriculum. A Spring Musical is performed each year which is inclusive of all students in grades 3-8 that wish to participate. This year students are preparing to perform "Oz." An annual Arts Night is held to celebrate student participation in the visual and performing arts.

Physical Education is also an important part of the curriculum with students participating in class twice weekly. This past year SBS's Physical Education teacher was awarded a grant to participate in the Presidential Youth Fitness Program, a national physical education assessment program developed to ensure that what happens before, during, and after the fitness assessment is beneficial for students and teachers and leads to youth who are active for life.

All programs flow from our mission statement, and Religion is the cornerstone of our beliefs and faith. This is evident through many cross-curricular initiatives. For example, sixth grade students read "Walking the Bible", which is not only relevant to the Religion Curriculum but also to literature and social studies. Faith is evident in the everyday life at SBS and permeates everything we do.

SBS graduates attend a variety of secondary schools – public, parochial, and private. Student use of technology has prepared them for the challenges of secondary programs, often becoming resources to their new classmates. Because of the strength of the SBS curriculum, many students test into Algebra 2 or Geometry, Spanish 2, and AP courses in many subject areas. Anecdotally, students and their families inform

faculty and administration that students were well prepared and continue to experience success throughout their high school and college years.

2. Reading/English:

In 2006, St. Bernadette School was approached to become one of 85 schools to pilot a reading program entitled “Superkids”, created by the Rowling Reading Foundation, for grades K-2. As part of this pilot, students were tested with the Stanford Early School Achievement Test in the fall and again in the spring. The data collected showed that Superkids students made dramatic improvements from fall to spring, moving on average from the 54th to the 79th national percentile. SBS chose this program because it is a fully integrated ELA program with engaging characters (“Superkids”) whose interests support integration with math, science, social studies, and religion. For example, when learning about the letter C, Cass, who loves to Cook, has experiences while cooking that help children understand measuring, integrating the math curriculum. When learning about “O”, Oswald loves Odd animals prompting discussions involving science, ecology, and caring for God’s world.

Because of the great success with Superkids, SBS introduced another Rowling Reading program called “Happily Ever After” for our Pre-K students four years ago. This phonics-based program has an integrated approach to reading, writing, and handwriting.

As part of SBS’s adaptation of Common Core, in the 2013-14 school year grades 3-5 adopted a new Reading Curriculum called Reading Street – a Pearson Education program. This program increases text complexity in reading, provides accessible rigor, balances fiction and informational texts, builds content-area knowledge, emphasizes close reading, focuses on informative/explanatory, argumentative/opinion, and narrative writing, implements performance assessments, and integrates media and 21st century skills. The Reading Street program is supplemented with novel studies as well.

In grades 6-8, Pearson Common Core Literature ensures that authentic young adult literature promotes critical thinking and opportunities for developing critical writing competency. Also introduced this year was an expansion of literature instruction and discussion during regularly scheduled library periods.

Graduates leave SBS with strong reading, critical thinking, and critical writing skills that enable them to be successful in comprehensive language arts and humanities programs.

3. Mathematics:

From 2006-2012, the SBS math program was published by Saxon Math, a division of Houghton Mifflin Harcourt. The traditional approach in which students developed an automaticity to their math facts, recall, and comprehension was supplemented by problem solving challenges developed by instructors.

With the introduction of Common Core and changing standards, a new approach was introduced in the 2013-14 school year in grades 1-5 with the adoption of EnVision Math by Pearson Education. This hands-on math program has supplemental, remedial, and challenge materials that teachers can use at their discretion depending on student needs. The adjustment to the new methodology has required time and patience for teachers, students and parents more familiar with the traditional approach favored by the Saxon program. As this new school year has progressed, however, the angst has been replaced by a growing confidence on the part of students and teachers alike that the new program will better meet the needs of all students and prepare them for the rigor of the middle school program. Professional development and faculty collaboration has prompted professional dialogue and enhanced instruction across grades K-5. Students have gained confidence and competence in completing required work, supported by teachers comfortable with the methodology of the new Pearson program.

Grades 6-8 are in their second year of using the Pearson Common Core Math curriculum. Grades 7-8 have e-texts on their iPads supplemented by additional web-based resources to both challenge and clarify content. Students in grades 6-8 are also assigned to smaller classes based on skill level as determined by past performance, Terra Nova test results, and teacher recommendations. There are two mathematics instructors

at this level, enabling smaller classes and more personalized instruction. While all students are using the same curriculum materials and completing the same scope and sequence, smaller classes and individualized instruction allows for pacing, review and challenge to be aligned with student needs. Graduates attend a variety of high schools from public schools in their home communities to Catholic high schools and competitive independent schools. Students are often assigned to sophomore classes as freshmen or to Honors programs based upon their placement test results. In some situations, students report the text is the same as they had completed at SBS. St. Bernadette School is committed to providing students with a solid foundation for success at the next level and that commitment has had a positive impact on student performance.

4. Additional Curriculum Area:

The Science curriculum at SBS has evolved significantly over the past several years. At one time the primary grades alternated scheduled instructional time between science and social studies once/week for one hour. Teacher attempts to expand instruction to include experiential learning were hampered by a lack of resources. Intermediate/middle school classes were moderately more dynamic. In 2004-2005 the situation began to change with the introduction of STEP (Science Through Experiment Program) in grades 4-8 and the purchase of hands-on materials to supplement instruction in the primary grades. STEP focuses on the scientific method in a variety of physical science modules. Students essentially write a text from hypothesis to scientific conclusions in the form of lab reports documenting experiments performed. This methodology has invigorated the search for curricula to provide a solid science program at all grade levels. Three years ago, administration returned from the National Catholic Educational Association annual convention with information on a program that appeared to meet the criteria. The program was reviewed by faculty and the program's creator, Nancy Larson, was invited to present at a faculty meeting. The program was adopted for grades K-3 during the 2010-2011 school year and grade 4 in 2012-2013. The Nancy Larson Science Program, aligned to Common Core State Standards, includes methods for remembering important information, taking notes, listing important facts and using graphic organizers. The middle school students build on those skills in all core content areas. The science program, in particular, expands beyond the Pearson Science program to include research and lab work using technology resources. As a result of these curriculum changes, SBS's Science Terra Nova Assessment scores have significantly increased across all grade levels.

During the recent reaccreditation process, the entire faculty reviewed current curricula, focusing in particular on scope and sequence, gaps and overlaps. When looking at science instruction, the three preschool classes recognized that each completed a unit on butterflies, a topic also addressed in the first grade Nancy Larson Science program. The preschool curriculum was adjusted to avoid unnecessary repetition and provide a unique developmentally appropriate introduction to science learning. The Early Childhood educators have established a solid foundation for learning that continues as students move into the primary grades. There is a common procedure and developmentally sensitive vocabulary that follows students from Pre-school to grade 4, enabling students to see themselves as scientists, an important perception that continues to grade 8 and beyond.

(b) PreK 3 & 4 Program

Beginning in PreK3 students are introduced to learning through a multi-sensory approach, establishing routines that enable a student to experience success as confidence and competence grows. The youngest SBS students experience learning through exploration in classrooms and beyond. Learning centers are well equipped with hands-on materials and the classrooms reflect a creative approach in décor and readily available technology. The children are provided opportunities to cooperate with one another as they socialize in school. In PreK4 they are introduced to a formal reading program, "Happily Ever After" (a pre-cursor to the "Superkids" Reading program in Grades K-2), that establishes the foundation of phonics, left-right progression, and following directions necessary for later academic success.

Additionally, SBS offers students a unique opportunity at the preschool level. PreK 4-5, often referred to as Transitions, provides a full day program for older 4 year olds and younger 5 year olds who benefit from an additional developmental year before entering Kindergarten. While most students may follow a PreK3 to

PreK4 to Kindergarten progression, SBS recognized that chronological age was not always an indication of developmental age. Thus, the school established a Transitions program, a combination PreK4-5 class. Some students, typically older 4 year olds, may move from PreK3 to Transitions where they enjoy a full day of school as compared to the half-day of PreK3 or PreK4. Some PreK4 students may go directly to Kindergarten while others may benefit from a year at the Transitions PreK4-5 level. These options for students have assisted in providing an individualized approach to Early Childhood Education. The PreK4 and Transitions PreK4-5 have been popular options for parents who appreciate that their child's early years can be customized to their particular needs. Classes have had waiting lists for the past 5 years, testament to their efficacy. This approach establishes a firm foundation for our youngest students, facilitating success at subsequent levels. The PreK 4-5 program includes the Letter People, a phonics pre-reading program, that can include the content areas of science and social studies.

Core curriculum areas for all PreK classes include Reading, Math, Science and Religion, as well as weekly classes in Spanish, Computer, Art, Music, and Physical Education. "Handwriting Without Tears", a child-friendly, developmentally appropriate readiness program introduces students to handwriting through a multi-sensory approach. This introduction includes songs, pattern cards with arrows and outlines to show how to make each capital letter, individual slates for writing, wooden pieces to make letters, cards for using play-dough to form and shape letters, and individual workbooks that are used throughout the year. Students completing the PreK programs enter Kindergarten confident in fine and gross motor skills, especially those involving writing.

Those students who have spent from 1-3 years in the SBS preschool program enter Kindergarten ready to become readers, writers, scientists, and mathematicians. A formal reading program beginning in Kindergarten, "Superkids", builds upon the "Happily Ever After" pre-reading program. A formal Math curriculum expands upon the conceptual approach continuing to use manipulatives that enable students to solidify their mathematical thinking and understanding.

Adopting the Nancy Larson science program in grades K-4 directly impacted the science content in the PreK classes. Science topics that had been popular in each class (such as butterflies) were adjusted to align with the K-4 curriculum and an exploratory approach was taken. PreK students now have access to a variety of resources that include a STEM focus. For example, in PreK3, as an introduction to the water cycle, students learned about freezing and evaporation. Various colored ice cubes were placed in baggies at different windows throughout the room. Students observed the rate at which they melted and made connections to that process and the impact of the sun's strength at each window.

Weekly level meetings with all faculty from PreK3 – Kindergarten provide opportunities for collaboration ensuring that the curriculum flows sequentially from one level to the next and that students have unique experiences at each level. As a result of this collaboration, Kindergarten students complete the academic year as readers, writers, and mathematicians prepared for the challenges of their subsequent primary school program.

5. Instructional Methods:

St. Bernadette School's talented faculty differentiates instruction from the youngest students in PreK3 to the eldest in eighth grade in a multitude of ways. Hands-on experiential learning strategies are clearly evident in the early childhood classes where learning centers and multi-sensory activities dominate students' exposure to new and stimulating concepts. Students lead Morning Meeting with confidence based upon their exposure to concepts and routines. Phonics-based activities provide a solid foundation for becoming readers and writers even before kindergarten introduces direct reading instruction.

Supported by two Resource teachers, there is a team approach to determining the needs of a student who may benefit from remedial assistance or, as importantly, challenging activities. Concerns about a student may first be raised in discussions between teachers and administrators, addressed at a grade-level meeting, where the grade-level team, administration and resource support teachers discuss the concern and determine what strategies might assist in addressing the student's needs. The school has a license to administer both the DORA, Diagnostic Online Reading Assessment and the DOMA, Diagnostic Online Math Assessment. The

reports generated by these diagnostic tests provide valuable information in discussing a child's situation with parents. Parents understand the role of the resource teacher in collaboration with the classroom teacher and proposed assistance is discussed with them. This approach is consistent across grade levels. In some situations further testing is recommended and administrators and teachers collaborate with either the public school system where the student resides or the independent evaluators retained by the parents. An administrator and classroom teacher also attend subsequent meetings to discuss the findings and determine the appropriate strategies to address student needs.

The rigorous academic program at St. Bernadette School provides multiple opportunities to modify and supplement student learning and achievement. Curriculum is designed to include project-based activities and collaboration that promotes student understanding and mastery. Technology contributes substantially to accomplishing this goal. Each classroom is equipped with an LCD projector, a laptop and interactive whiteboard. Each teacher has an iPad, helping to facilitate lesson-planning and seventh and eighth grade students have iPads and textbooks loaded as e-books on those devices. In addition to the media center equipped with 25 desktops, there is a portable MacLab with 24 Macbooks and a portable iPad lab with 9 iPads. The portable labs are used across all grade levels, enhancing student access and, more importantly, understanding across the curriculum.

6. Professional Development:

SBS was reaccredited in 2012 with particular accolades from the Visiting Team and the Commission on Independent Schools for our commitment to Mission.

As one of 23 schools in the Diocese of Worcester, SBS has participated in the Professional Development (PD) focus established by the Diocese centered around Curriculum Mapping and the implementation of Common Core. SBS has hosted other schools from the Diocese for an introduction to Common Core. Stemming from this, SBS teachers have attended national and state-wide PD to expand their understanding in these areas as they began the implementation of these new initiatives.

In 2012, the National Catholic Educational Association held its yearly conference in Boston. Each faculty member attended at least one session focused on Common Core that also supported the standards in relation to Catholic identity. The SBS Principal, Assistant Principal, and one faculty member also attended an NCEA conference in 2013 that further developed that understanding affording SBS additional resources for faculty growth and development.

Teachers are able to use school PD funds to attend conferences in content areas that support excellence in instruction in their classrooms and across school programs. Common planning time at each grade level is provided weekly helping to facilitate faculty collaboration in curriculum development that ensures SBS curriculum and instruction remain current, innovative, and effective.

SBS teachers regularly attend conferences with MA Computer Using Educators, often resulting in the introduction of cutting-edge technology that ultimately enhances program and practices of the entire school. For example, our Middle School students have employed their skills to create an e-Christmas card and promotional videos for SBS –expanding the exposure of SBS beyond print.

An SBS Middle School Teacher has been recognized by Discovery Education Network and was chosen to attend their Summer Institute - an intense week-long PD experience. She was also one of only 25 educators in the country chosen to attend Congress in the Classroom at the Dirksen Center in Illinois. She shares PD knowledge and resources with colleagues and administration.

The SBS Principal participates in a year-round PD program called the Emmaus Leadership Series offered by the Roche Center for Catholic Education at Boston College. This series of retreats/workshops focus on the intersecting areas of spiritual leadership, curriculum and instructional design, and business management. The Assistant Principal and select administrative support staff and faculty have attended several of these PD sessions relevant to their unique roles and responsibilities.

7. School Leadership

The administration of St. Bernadette School includes a principal and assistant principal who serve as delegates of the Pastor, the canonical Head of School. Administration is committed to a collaborative approach to leadership that involves all stakeholders. Faculty is grouped by grade levels comprised of PreK-K, grades 1-3, 4-5, and 6-8. Each level has a monthly meeting attended by administration where discussions center on level-specific concerns. Full faculty meetings provide focus on school-wide issues, curriculum development and professional learning networks. Administration is supported by the School Advisory Board in determining policies, programs and procedures. Their expertise is shared with the community through their presence at school functions and collaboration with all stakeholders in developing a long-range strategic plan.

Administration and faculty actively engage in professional development, attending local, state and national conferences focusing on expanding competencies, resources and programs to meet students' needs. Curriculum Mapping, for example, has assisted in focusing programs across grade levels to enhance learning. A team of teachers has been trained to collaborate with colleagues in developing and updating maps. SBS has gained a reputation for innovation and is often approached by other school leaders seeking assistance in implementing programs. Through such collaboration, the administration demonstrates leadership and commitment to excellence.

Student achievement is paramount in all planning within the school community. Decisions regarding programs and practices are determined in collaboration with the School Advisory Board, faculty, staff, parents, and students. The recently introduced House System in the middle school has helped facilitate student leadership and collaboration with faculty and staff in addressing student needs and concerns. Participation in leading service projects have transitioned from a teacher-centric approach to one that includes students leading students, establishing cross-grade level cooperation, while enhancing school culture and climate.

St. Bernadette School has grown exponentially in size in the past 16 years. In 2005, the principal invited students to design a school shield to graphically represent the principles for which the school had been established. The result is indicative of the school's mission and values, supported by collaborative leadership inclusive of all constituencies and stakeholders at SBS.

PART VI - NON-PUBLIC SCHOOL INFORMATION

The purpose of this addendum is to obtain additional information from non-public schools as noted below.

1. Non-public school association(s): Catholic

Identify the religious or independent associations, if any, to which the school belongs. Select the primary association first.

2. Does the school have nonprofit, tax-exempt (501(c)(3)) status? Yes X No
3. What are the 2013-2014 tuition rates, by grade? (Do not include room, board, or fees.)

2013-2014 Tuition

Grade	Amount
K	\$5925
1	\$5925
2	\$5925
3	\$5925
4	\$5925
5	\$5925
6	\$5925
7	\$5925
8	\$5925
9	\$0
10	\$0
11	\$0
12	\$0

4. What is the educational cost per student?
(School budget divided by enrollment) \$7300
5. What is the average financial aid per student? \$1400
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 10%
7. What percentage of the student body receives scholarship assistance, including tuition reduction? 15%

PART VII - ASSESSMENT RESULTS

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Terra Nova 3</u>
Grade: <u>3</u>	Edition/Publication Year: <u>2007</u>
Publisher: <u>CTB McGraw Hill</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	646	641.4	632.2	625.3	631.8
Number of students tested	42	63	65	48	60
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Terra Nova 3</u>
Grade: <u>4</u>	Edition/Publication Year: <u>2007</u>
Publisher: <u>CTB McGraw Hill</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	667	648.8	657.9	658	650.9
Number of students tested	68	65	56	60	53
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Terra Nova 3</u>
Grade: <u>5</u>	Edition/Publication Year: <u>2007</u>
Publisher: <u>CTB McGraw Hill</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	682.4	684.2	680.7	680	678.9
Number of students tested	58	53	58	51	55
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Terra Nova 3</u>
Grade: <u>6</u>	Edition/Publication Year: <u>2007</u>
Publisher: <u>CTB McGraw Hill</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	697.4	709.2	708.4	700.6	698.9
Number of students tested	36	46	42	39	55
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Terra Nova 3</u>
Grade: <u>7</u>	Edition/Publication Year: <u>2007</u>
Publisher: <u>CTB McGraw Hill</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	721.2	729.3	712.9	716.1	714.8
Number of students tested	39	43	31	45	38
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Terra Nova 3</u>
Grade: <u>8</u>	Edition/Publication Year: <u>2007</u>
Publisher: <u>CTB McGraw Hill</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Oct	Oct	Nov	Nov	Nov
SCHOOL SCORES					
Average Score	730.4	716.4	722.1	726.2	732
Number of students tested	40	30	43	28	33
Percent of total students tested	100	97	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Terra Nova 3</u>
Grade: <u>3</u>	Edition/Publication Year: <u>2007</u>
Publisher: <u>CTB McGraw Hill</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	648.5	647.1	643.9	649	644.7
Number of students tested	42	63	65	48	60
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Terra Nova 3</u>
Grade: <u>4</u>	Edition/Publication Year: <u>2007</u>
Publisher: <u>CTB McGraw Hill</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	668	664.8	664.6	663.6	667.4
Number of students tested	68	65	56	60	53
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Terra Nova 3</u>
Grade: <u>5</u>	Edition/Publication Year: <u>2007</u>
Publisher: <u>CTB McGraw Hill</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	685	687.6	681.8	681.9	678.8
Number of students tested	58	53	58	52	55
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Terra Nova 3</u>
Grade: <u>6</u>	Edition/Publication Year: <u>2007</u>
Publisher: <u>CTB McGraw Hill</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	688.6	693.7	693.3	688.4	694.1
Number of students tested	36	46	42	39	55
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Terra Nova 3</u>
Grade: <u>7</u>	Edition/Publication Year: <u>2007</u>
Publisher: <u>CTB McGraw Hill</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	702.2	698.8	698.9	700.5	696
Number of students tested	39	43	31	45	38
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Terra Nova 3</u>
Grade: <u>8</u>	Edition/Publication Year: <u>2007</u>
Publisher: <u>CTB McGraw Hill</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Oct	Oct	Nov	Nov	Nov
SCHOOL SCORES					
Average Score	711.4	709.4	705.8	703.1	712.3
Number of students tested	40	31	43	28	33
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: