

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 Dr. Jason C. Briggs

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

Official School Name St. Gregory The Great Academy

(As it should appear in the official records)

School Mailing Address 4680 Nottingham Way

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

City Hamilton Square State NJ Zip Code+4 (9 digits total) 08690-3820

County Mercer State School Code Number* 22-1950-085

Telephone 609-587-1131 Fax 609-587-0322

Web site/URL

http://www.stgregorythegreatacademy.org/

E-mail jbriggs@stgregorythegreat.org

Twitter Handle @sggalions

Facebook Page

https://www.facebook.com/groups/486355404778875/

Google+ _____

Blog

http://www.stgregorythegreatacademy.org/index.cfm?load=

Other Social Media

YouTube/URL page&page=174

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*Mrs. JoAnn Tier

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

E-mail: jtier@dioceseoftrenton.org

Other)

District Name Diocese of Trenton Tel. 609-406-7400

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. Kari Aloisio

(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. 4 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	28	37	65
K	20	20	40
1	21	23	44
2	26	26	52
3	27	22	49
4	28	36	64
5	25	24	49
6	32	28	60
7	27	22	49
8	26	32	58
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	260	270	530

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 1 % Asian
 - 3 % Black or African American
 - 2 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 94 % White
 - 0 % 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: 2%

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	8
(3) Total of all transferred students [sum of rows (1) and (2)]	12
(4) Total number of students in the school as of October 1	561
(5) Total transferred students in row (3) divided by total students in row (4)	0.021
(6) Amount in row (5) multiplied by 100	2

7. English Language Learners (ELL) in the school: 1 %
1 Total number ELL
 Number of non-English languages represented: 1
 Specify non-English languages: Portuguese
8. Students eligible for free/reduced-priced meals: 1 %
 Total number students who qualify: 4

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: 15 %
83 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>19</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>56</u> Specific Learning Disability |
| <u>0</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	2
Classroom teachers	26
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	9
Paraprofessionals	6
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

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 22:1

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	98%	97%	97%	97%	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. Gregory the Great Academy, located in Hamilton Square, New Jersey, has been a vital ministry of the Church of St. Gregory the Great since 1965. The Church of St. Gregory the Great was established in 1954. By the early 1960s the need for a parish elementary school presented itself since many young families desiring a Catholic education were moving into the parish. St. Gregory the Great Academy is a major manifestation of the mission of the Church of St. Gregory the Great. From its very beginning in 1965, St. Gregory the Great Academy has existed in order to partner with families to provide an education that is authentically Catholic and academically excellent.

The mission statement of St. Gregory the Great Academy is informed by the mission statement of the Church of St. Gregory the Great thusly: “Saint Gregory the Great Academy, a ministry of Saint Gregory the Great Parish, is committed to nurturing, enlightening, and educating our students to the life and teachings of Jesus. We instill this gospel vision by integrating spiritual, academic, social, and physical development of our children with a comprehensive program of academic excellence. Our students learn about themselves and the global community, and are empowered to become faith-filled disciples, responsible citizens, and life-long learners in our Roman Catholic tradition.” This mission is manifested through commitments to Catholicity and academic excellence. The sacramental life of St. Gregory the Great Academy is rich. Students and faculty attend Holy Mass regularly, have the opportunity to go to confession at regular intervals, and open and close the year with Adoration and Solemn Benediction. In addition to encountering Jesus through the sacraments, students and faculty meet the Lord through daily prayer, an annual Christmas tableau prayer service, and Stations of the Cross during Lent. Rounding out the prayer experiences for students and faculty are the Advent Jesse Tree, May Crowning, and daily religion instruction.

The commitment to academic excellence is a hallmark of St. Gregory the Great Academy. Students in virtually all grade levels score at or above the Blue Ribbon School Program cutoff from year to year. The Academy has a robust instructional structure, including daily instruction in Religion, Integrated Language Arts, Mathematics, Science, and Social Studies which is rooted in the curricula promulgated by the Diocese of Trenton and which is informed by the Common Core State Standards. Students in grades five through eight are invited into the Accelerated Math program when specific scores on the qualification rubric meet the yearly cutoff. This course of study culminates in a Pre-algebra course in grade seven and an Algebra I course in grade eight. Students completing Algebra I at St. Gregory the Great Academy routinely test into Algebra II in their freshman year of high school. In addition to these core subject areas, students have weekly instruction in Fine Art, Music, Technology, Physical Education, Library Skills (grades kindergarten through five), Spanish (grades preschool through seven) and Latin (grades six and seven; grade eight has Latin two times per week). The Academy has a fully equipped Science Lab, complete with a dedicated Science Lab teacher and lab assistant. Students in kindergarten through grade two have a biweekly class in the Science Lab; students in grades three through eight have a weekly class in the Science Lab. Students in grades five through eight each complete a Science project each year, with many of these projects moving on to the county science fair where the Academy routinely wins the most awards at the junior level. Each classroom in grades one and above has a StarBoard interactive whiteboard with a ceiling mounted projector, grades preschool through three have clusters of iPads to assist with center time, and all students grades four and above have an account on the Academy’s Google Drive which enables the students to utilize Google Apps for instructional purposes. Grade eight has Google Chromebooks on a one-to-one basis; this has enabled a move to electronic submission of assignments and an online textbook in Social Studies. There are plans to expand the one-to-one Chromebook program to grades four through seven.

The St. Gregory the Great Academy community believes that, as a result of the Academy's authentic Catholic identity, the depth of its academic programs designed to serve students in a wide range of ability levels, the level of integration of technology into student instruction, the consistency of its standardized assessment results (with all current scores above the program cutoff), and its long-term financial and enrollment viability, the Academy is worthy of consideration for 2014 National Blue Ribbon Schools recognition.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

A.St. Gregory the Great Academy administers the Terra Nova Assessment standardized assessment every March.The 2008-2009 school year was the final year that the Terra Nova, Second Edition was administered.In the 2008-2009 school year, all students in grades two through eight were tested using the complete battery.The complete battery contains solely selected response items.Beginning with the 2009-2010 school year, and through the 2012-2013 school year, the Terra Nova 3 was administered.Only grades four and seven take the complete battery edition of the assessment.Grades two, three, five, six, and eight take the multiple assessments edition of the Terra Nova 3, which contains both selected response and constructed response items.The data tables reveal that Academy students tended to score higher on the Terra Nova, Second Edition when compared to the Terra Nova 3.Despite this trend, the national percentiles of the Mean Normal Curve Equivalent (MNCE) in all grade levels in all years in Reading and Mathematics remain considerably above the 60th percentile, which is the measure of proficiency used at St. Gregory the Great Academy. Particular cohorts of students, when traced across the grade levels, demonstrate achievement that remains generally steady through grade six, remains virtually steady or increases in grade seven, and then remains virtually steady or increases in grade eight. Also of note, percentile scores in grade eight have fallen in the 78-90 range over the past five years.This indicates that by the time students graduate from St. Gregory the Great Academy they are achieving at a level far above the 60th percentile and well into the top 15% of schools nationally. For the 2012-2013 (most recent) school year, all national percentiles of the MNCE in Reading and Mathematics in grades three through eight meet or exceed the Blue Ribbon cutoff scores.

B.Positive change and growth at St. Gregory the Great Academy can only be successful if it is informed by the data that the Terra Nova Assessment provide to teachers and administrators.All national percentiles of the MNCE in all grades in both Reading and Mathematics are well above the 50th percentile in all years.Further analysis of the data reveals that in Reading the five year mean of the national percentiles of the MNCE increases or remains within one half of a percent as the grade levels increase in all cases except grade six (in sequential grade order:74.4, 76.2, 79.8, 76.8, 79.4, 83.2).While this particular measure experiences almost a three point decrease in grade six, it is still above the cutoff score for grade six as currently published. The teachers and Principal suspect that this decrease in grade six may be related to the developmental stage of the students as well as some minor differences between the design of the Terra Nova Assessment for grade six and the diocesan Reading curriculum.An analysis of the data reveals that in Mathematics the five year mean of the national percentiles of the MNCE increases in all cases except grade four (in sequential grade order:74.2, 70.4, 77.0, 77.8, 84.0, 88.8).While this measure experiences almost a four point decrease in grade four, it is still above the cutoff score for grade four as currently published.The teachers and Principal suspect that this decrease in grade four may be related to the developmental stage of the students as well as some minor differences between the design of the Terra Nova Assessment for grade four and the diocesan Mathematics curriculum.

It is also useful to follow cohorts of students longitudinally through the data.For example, the national percentile of the MNCE in Reading for the Class of 2013 increases or remains consistent in all years (in sequential year order with the most recent score last: 76, 79, 79, 81, 82).The national percentile of the MNCE in Mathematics for the Class of 2013 increases in all years except in grade four (in sequential year order with the most recent score last: 83, 81, 82, 87, 88).The minor drop in grade four is likely the result of a new teacher assuming the Mathematics courses that year and changes to the student makeup of the cohort.It is notable that while these Reading and Mathematics scores fluctuated over the past five years, they remained at or above the cutoff scores as currently published for the particular grade levels.An examination of the national percentile of the MNCE in Reading for the Class of 2012 (in sequential year order with the most recent score last: 89, 84, 85, 84) reveals scores that are virtually even from grade five through grade eight, with the exception of the score in grade five (89).This outlier may be attributed to a change in student makeup of the cohort.A similar examination of the national percentile of the MNCE in Mathematics for the Class of 2012 (in sequential year order with the most recent score last: 86, 87, 90, 90) reveals scores that either increase or remain steady from grade five through grade eight. An examination of the national percentile of the MNCE in Reading and Mathematics for the Class of 2011 reveals scores that are virtually

even from grade six through grade eight in Reading and which increase from grade six through eight in Mathematics.

2. Using Assessment Results:

The Terra Nova Assessment offers score data which reveal the performance of individual students, grade levels, and the entire Academy on this assessment. These data are used by the Academy's Administrative Team, teachers, and parents to track student growth, measure student achievement in all areas against potential, and to assess the effectiveness of teacher placements and instructional strategies. The Administrative Team tracks Terra Nova Assessment data over a period of years to measure the effectiveness of individual teachers in their current grade and course assignments. When weaknesses are revealed, the Administrative Team provides professional development, sets development goals, and/or considers reassignment, as appropriate. Additionally, the effectiveness of instructional materials and textbook adoptions are also partially informed by Terra Nova Assessment score data. In all uses, the Terra Nova Assessment data are considered a valid and reliable source of student performance; however, it is important to note that these results are not the sole source of student data used to make educational decisions by the Administrative Team and the teachers.

Teachers at St. Gregory the Great Academy use Terra Nova Assessment score data both in their lesson planning and when setting long-term goals. Teachers are required to address specific weaknesses revealed by the Terra Nova Assessment in their weekly lesson plans, and must overtly label specific instructional strategies as such each week. The setting of long-term goals for the year is also informed by the Terra Nova Assessment scores, with specific goals set to address weaknesses of the grade level and of individual students. This use of Terra Nova Assessment score data by the teachers represents one factor used in goal setting and instructional planning with the purpose of school improvement.

Individual student Terra Nova Assessment data are also used to observe trends over the years to assist in developing each student's academic profile. These trends reveal areas of strength and weakness for individual students, and are used along with other assessments to gauge a student's potential and achievement. Yearly assessment results are also used in the qualification rubric for the Academy's Accelerated Mathematics program, and students whose scores are at or above 95% are given the opportunity to participate in the Johns Hopkins Talent Search program. Alternately, where appropriate, yearly assessment results are used to offer academic support and remediation via the Academy's Resource Room and Special Services provided by the State of New Jersey.

Parents are informed of their child's academic achievement through both the individual parent score reports and an assessment summary for the entire Academy prepared by the Principal. This enables parents to gauge where their child's scores are in relation to the entire grade level as well as the entire Academy. Scores are reported on the Academy assessment summary in terms of the Mean Normal Curve Equivalent since a scaled score is most accurate in comparing achievement across various years and grade levels. The assessment summary report is also shared with the community at large, including the parents of prospective students.

3. Sharing Lessons Learned:

St. Gregory the Great Academy celebrates the accomplishments of its students and readily shares successful strategies with other schools and organizations. Several teachers at the Academy serve on diocesan curriculum committees which develop curricula for use in all schools in the Diocese of Trenton. Every full-time teacher at the Academy is a member of a Professional Learning Community (PLC). The PLCs meet a minimum of once per month, and develop strategies that have led to school-wide initiatives. The most recent school-wide initiative which has emerged from the PLCs is the adoption of the Responsive Classroom approach at St. Gregory the Great Academy. The diocese often asks the Academy to host workshops for teachers and administrators from across the four-county diocese, and attendees at these workshops see school-wide initiatives, such as Responsive Classroom, in action first-hand.

St. Gregory the Great Academy also participates in various events in the wider community, including the

Scholastic Olympics at Trenton Catholic Academy in Hamilton, the Annual Mathematics at Holy Cross High School in Delran, and the Mercer County Science and Engineering Fair at Rider University. These events enable the Academy to demonstrate and share successful strategies to the local community. Additionally, students participate in the Johns Hopkins Talent Search, the National Geographic Geography Bee, and the AMC Mathematics Competition. These programs engage Academy students in academic exercises with a larger population of students.

Each year the Academy hosts an annual Open House in January. During the Open House, student work is displayed throughout the buildings, teachers offer demonstrations, and students present performances in order to share aspects of the instructional program. Student outreach programs take Academy students to local nursing homes, the soup kitchen, and to parish organizations to share both their Catholic identity and to offer service. Additionally, student performances such as the Christmas Concert, the Christmas Tableau, the Winter Play, and the Spring Concert are open to the wider community. Both the Open House and student performances provide opportunities for the community to see firsthand what students at the Academy are learning.

Blue Ribbon status would further enhance the ability of St. Gregory the Great Academy to share its successful strategies and programs. Such an enhancement would serve to benefit both the students in the Academy and the community at large.

4. Engaging Families and Community:

Education at St. Gregory the Great Academy is a partnership between a student's parents and the institution; thus familial engagement is a necessary aspect of the St. Gregory the Great Academy learning community. The most encompassing vehicle of engagement with families and community is the Parent Teacher Association (PTA), which is comprised of an Executive Board, committees, and has a membership consisting of every parent. The PTA plans and carries out a variety of community building and fundraising activities each school year, including a Halloween Trunk-or-Treat, Christmas parties for each grade level, and a springtime parent social. The PTA also provides "buddy families" for every family that is new to the Academy each year. Additionally, the PTA provides special treats to the student body, including a free Christmas lunch, assistance at Field Day, and an end-of-year school picnic. The Academy PTA is a critical aspect of familial engagement, and is known throughout the county for its level of involvement.

Aside from the PTA, the Academy also engages with the community in other ways. Academy students are members of the Crusader Service Club which provides outreach to various organizations, including Visitation Home and the Trenton Area Soup Kitchen. Students also participate in parish outreach programs, notably supporting Mount Carmel Guild with food and monetary donations at regular intervals. Nationally, the Academy supports the Missionary Childhood Association with monetary donations during Advent and Lent. The Academy also offers support in the face of major natural disasters, having responded generously in the aftermath of the earthquake in Haiti, the typhoon in the Philippines, and Hurricane Sandy.

Each year the Academy hosts a Career Fair for its middle school students. Various professionals spend time at the Academy sharing aspects of their field with the students. Most importantly, these events help to focus students on those aspects of their academic program that are relevant to specific careers. Additionally, the Career Fair offers the Administrative Team and the teachers the opportunity to assess the current status of real-world skill needs and to use what is learned from the professionals to inform school improvement efforts in the areas of instruction and assessment.

St. Gregory the Great Academy works in partnership with the local school district to provide student assistance services under federal Individuals with Disabilities Education Improvement Act (IDEIA) programs and NJ Chapter 192/193. Parents, teachers, and administrators are part of this process in its entirety.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

St. Gregory the Great Academy is organized around four “houses,” namely the Early Childhood Center (preschool, kindergarten, and grade one), the Lower Elementary School (grades two through four), the Middle School (grades five through eight), and the Co-curricular House (all grades are supported by the specialists in this house).

The Religion Curriculum presents students the experience of learning about the Trinity, the Church, prayer and worship, morality, and scripture in Religion classes and throughout the other subject areas. Primary emphasis is placed on the spiritual development of each child through daily prayer, Holy Mass and other aspects of sacramental life, and Christian Service. Students in grade two prepare for and receive the Sacraments of Reconciliation and Eucharist. Students in grade eight receive the Sacrament of Confirmation after careful preparation.

The Integrated Language Arts Curriculum in preschool through grade eight encourages students to become independent and appreciative readers, proficient writers, critical listeners, and effective communicators. Teachers use a variety of developmentally appropriate literary themes and activities to enhance the on-going process of reading, listening, writing, speaking and critical thinking. Pre-reading activities begin in the preschool grades, and reading strategies are introduced in kindergarten. A phonics program spans kindergarten through grade three. Grades four through eight present a balance of fiction and non-fiction reading and writing experiences, and include substantial research work.

The Mathematics Curriculum in preschool through grade eight includes both standard instruction as well as an accelerated program in grades five through eight. The curriculum supports experiences that are concrete, semi-concrete, and abstract to introduce, to develop, and to master concepts in problem solving, numbers operations/algebra, measurement, and geometry. Real-life applications are encouraged, and a hands-on approach helps to develop concepts and problem solving skills.

The Social Studies Curriculum in kindergarten through grade eight emphasizes history, geography, and democratic citizenship. Students broaden awareness of their place within family, neighborhood, community, city, state, and world. Concepts are developed using literature, teacher-created materials, cooperative activities, life experiences, multimedia experiences, and field trips.

The Science Curriculum in kindergarten through grade eight guides students to an understanding of themselves, nature, invention, and the environment through the integration of Life, Physical and Earth sciences. Students have weekly classes in the Science Lab with a dedicated lab teacher who collaborates with the general Science teacher. Students are active participants and critical thinkers experiencing science through guided inquiry, while building the science process skills of observation, classification, communication, measurement, and inference. Students learn to understand, respect and value creation.

The Visual and Performing Arts Curriculum in preschool through grade eight provides creative experiences in Fine Art and Music classes. Visual art instruction is provided through the use of various media and techniques for the refinement of students’ artistic expression. Students also explore musical rhythm, harmony, melody, and dynamics through song, dance, instrument playing, and performances. Students in grades five through eight further develop skills in music theory and history, and have the opportunity to become a part of the school choir and the annual Winter Play via the Drama Club.

The Physical Education Curriculum supports students in grades preschool through eight in learning the fundamentals of rhythmic movements, creative play, dance, body imagery, and team sport activities. The spirit of good sportsmanship is stressed, enabling the students to live more productive lives.

The Technology Curriculum assists students in gaining a sense of self-sufficiency in the technological environment. Web-based applications form the basis of most technology instruction, including most

frequently Google Apps. Students also gain an understanding of Microsoft products, including Windows 7 and the Office Suite.

Spanish is taught to students in preschool through grade seven, and the students are introduced to the language with a focus on listening and speaking skills, and language development. Beginning in grade six, students embark on a three year course of study in Latin. For grades six and seven, students have one weekly class in both Spanish and Latin. In grade eight, there are two weekly classes in Latin to immerse the students in this root language of most high school foreign language offerings and to help prepare students for high school placement exams. St. Gregory the Great Academy is in compliance with the program's foreign language requirements.

2. Reading/English:

At St. Gregory the Great Academy, the Reading Curriculum is woven into Integrated Language Arts (ILA). The ILA program also includes literature, spelling, phonics, and vocabulary. The Academy selected this ILA program because this design allows the teachers to use the strongest aspects of each approach to foster high quality instruction while addressing the individual needs of each student and class. ILA Curriculum and instruction in preschool through grade eight encourages students to become independent and appreciative readers, proficient writers, critical listeners, and effective communicators. Students in kindergarten through grade four are scheduled for 450 minutes per week of dedicated ILA class, while students in grades five through eight are scheduled for 315 minutes per week of dedicated ILA class. Students are assessed in ILA regularly and on the formal report card. The language arts permeate all curricular areas. Reading, writing, listening, and speaking are important components of Mathematics, Science, Social Studies, and the Co-curricular areas. ILA is introduced in the preschool grades using “letters of the week” and story time. In kindergarten, students learn how to form letters properly, the sounds that letters make, and an extensive list of sight words. In grades one through three, students continue to learn how to read and practice writing frequently. In grades four through eight, reading and writing become more complex and age-appropriate, while listening and speaking rise in frequency to the level of reading and writing.

Instructional methods include whole-class instruction, cooperative activities, and independent work. The five step writing process is introduced in kindergarten, and runs through ILA classes through grade eight. Students in preschool through grade two engage in reading and writing centers on a regular basis, often times with the assistance of the teacher or iPads. Students in grades four through eight sometimes use literature circles. For high achieving students in ILA, teachers use differentiated instructional methods in the classroom to challenge students even further. For students who are achieving below grade level in ILA in kindergarten through grade four, the Academy provides a replacement ILA program in the Resource Room. There are two dedicated Academy teachers who staff the Resource Room, and who use a modified Wilson approach to help these students achieve success. For all students, Terra Nova Assessment results are used yearly to measure strengths and weaknesses of the ILA program, and adjustments and adaptations are made where appropriate.

3. Mathematics:

At St. Gregory the Great Academy, the Mathematics Curriculum begins with development of basic numerical awareness in preschool and extends to courses centered on Pre-algebra and Algebra in grade eight. The Academy has adopted the McGraw-Hill Math Connects program in all grade levels, which serves as a major resource for the teachers. The diocesan curriculum drives planning and instruction and the Math Connects program is a resource to this end. Mathematics is taught using a spiral approach; thus students are exposed to various concepts in Mathematics each year, as appropriate. The spiral approach incorporates instruction in arithmetic, measurement, fractions, decimals, algebra, money, and patterns. The common thread through the spiral approach each year is an emphasis on logical critical thinking skills and real-world applications. Mathematic content is not taught in isolation, and teachers are expected to be able to readily provide students with real-life applications of course content. Supports to instruction include calculator skills, manipulatives, and appropriate iPad/Chromebook applications.

Students in preschool through grade four are taught in heterogeneous Mathematics classes. Teachers differentiate instruction based on the needs of students in each class. These needs are identified using Terra Nova Assessment data and classroom assessment outcomes. Beginning in grade five, students can qualify for the Accelerated Mathematics Program. This program consists of dedicated courses, namely Accelerated Mathematics in grades five and six, Pre-algebra in grade seven, and Algebra I in grade eight. Students who complete Algebra I at the Academy frequently test into Algebra II or Geometry for their freshman year of high school. Qualification is earned by achieving above the cutoff score on the placement rubric. This rubric takes several components of a student's academic profile into account, namely Terra Nova Assessment score, report card marks, and placement test score. The Accelerated Mathematics Program is available through grade eight; however, students must requalify for this placement each year. Additionally, students who did not qualify for the program in grade five can qualify in grades six, seven, or eight. Thus, students are not "tracked" into the Accelerated Math Program; placements are adjusted as appropriate.

Students who demonstrate a weakness in Mathematics are provided additional assistance via classroom aides in grades kindergarten through four, and are placed in classes with a small number of students (usually under fifteen) in grades five through eight. Thus, these students are provided with more individual attention in order to address weaknesses in Mathematics.

4. Additional Curriculum Area:

St. Gregory the Great Academy possesses an extensive Science program, which is known throughout the county. The goal of Science instruction is for students to gain an understanding of themselves, nature, invention, and the environment through the integration of Life, Physical and Earth sciences. Students are active participants and critical thinkers experiencing science through guided inquiry, while building the science process skills of observation, classification, communication, measurement, and inference. In grades preschool through two, Science is presented via integration into Integrated Language Arts and Mathematics as well as weekly 40 minute classes in the Academy's Science Lab (with the exception of preschool). Beginning in grade three, Science becomes a dedicated course and is assessed both in class, on the Terra Nova Assessment, and on the formal report card. Students in grades three and four also have weekly classes in the Science Lab; class for grade three is 45 minutes and class for grade four is 60 minutes. Grades five through eight have an intensive 90 minute Science Lab class per week, in addition to their regularly scheduled 45 minute Science class in the regular classroom. Science teachers in grades five through eight, as well as the Science Lab teacher, all possess degrees in a field of Science. The Science Lab teacher is responsible for collaborating with the regular classroom Science Teachers in order to plan and conduct each week's hands-on lab experience in the fully equipped Science Lab. The Science Lab teacher is also assisted by a full-time lab assistant. On the days that the students in grades five through eight are not in Science Lab, classroom lab experiences occur regularly.

Two measures of success are used to gauge the effectiveness of the Science program. First, all students in grades three through eight take the Science portion of the Terra Nova Assessment. Data from this assessment are used by the Science teachers to gauge strengths and weaknesses of the program. Second, all students in grades five through eight plan and complete a Science project, and many students are able to submit their projects to the Mercer County Science and Engineering Fair held at Rider University. St. Gregory the Great Academy consistently earns the distinction of having the most winning entries of any school in the junior division of this event.

St. Gregory the Great Academy also takes great pride in its preschool program. The Academy has classes for both three year old and four year old preschoolers, offering both half day and full day sessions. The core curricular areas in the preschool classes are Religion, Integrated Language Arts (letter recognition and story time), Mathematics (number sense and counting), and Constructive Play. These core curricular areas are supplemented with weekly Co-curricular classes in Art, Music, Physical Education, and Spanish which are taught by the same specialists that teach these curricular areas in grades kindergarten through eight. As members of the Early Childhood House, the preschool teachers work intensively with kindergarten and grade one teachers to provide a seamless continuum of learning in the various curricular areas. This extends to grades two and three in the form of inter-house consultations, Professional Learning Communities, and subject area discussions. When kindergarten classes are formed each year, they contain a mixture of students

from the Academy's preschool grades and from outside preschools. All students are administered the Brigance Kindergarten Readiness Assessment to establish a baseline to assist the kindergarten teachers with instructional planning. Students who are moving from the Academy's preschool classes to kindergarten generally score in the top half of the range of scores on the Brigance assessment. Students moving from the Academy preschool class to its kindergarten are familiar with letters and numbers. Additionally, these students have had the opportunity to engage in Co-curricular classes in Art, Music, Physical Education, and Spanish, thus providing them with a foundation for these courses in kindergarten which will be taught by the same specialists. Finally, preschool students at the Academy are part of the larger student body while they are in kindergarten, which helps them to become familiar with and invested in the various practices of the Academy.

5. Instructional Methods:

The curriculum and instructional program at St. Gregory the Great Academy is extensive, and incorporates both core academic disciplines and Co-curricular subject areas. Students have a range of abilities at the Academy, ranging from those students who require intensive support to those students who consistently achieve above grade level. Differentiated instruction is a necessary skill for all teachers at the Academy, as a visit to any classroom in the Academy will reveal. These techniques range from center/group work matched to student skill levels to teachers working with small groups of students to remediate a particular skill while other students are working on advanced activities.

Further differentiation is achieved for students whose specific needs are identified via a Child Study Team evaluation and classification. These students who qualify for intensive assistance are provided with full replacement Integrated Language Arts instruction in the Resource Room, which is staffed by two Academy teachers. The Resource Room provides instruction using the Wilson approach for students in grades kindergarten through four; student in grades five through eight are assisted by dedicated in-class support teachers provided through federal IDEIA funds. There are also currently two students at the Academy whose needs are even more intense due to their specific diagnosis; these two students are assisted by a shared instructional aide assigned to them using federal IDEIA funds. For students whose needs are at the other end of the spectrum, and whose Mathematics skills require further differentiation aside from what can be accomplished in the regular classroom, the Accelerated Mathematics Program is provided for students who qualify in grades five through eight.

Technology is integrated into instruction at the Academy. Each classroom, in grades one and above, is equipped with an interactive StarBoard and a ceiling mounted projector. This equipment is used daily in every class to support teaching using internet resources. Kindergarten through grade three have clusters of iPads in the classrooms to provide access to educational apps; these are often used during center time. Grades four and above have accounts on the Academy's Google Drive domain which enables the students to utilize Google Apps for instructional purposes. Grade eight has Google Chromebooks on a one-to-one basis which students take to and from school; this has enabled a move to electronic submission of assignments and an online textbook in Social Studies. There are plans to expand the one-to-one Chromebook program to grades four through seven.

6. Professional Development:

St. Gregory the Great Academy fully subscribes to Michael Fullan's assertion that the key to educational improvement is building capacity in the professional staff. Furthermore, St. Gregory the Great Academy aspires to be not simply a "school" but instead a "learning community." As such, a strong professional development program is an absolute necessity. All teachers regularly attend professional development workshops provided by both the school and the diocese. Additionally, graduate studies are encouraged and supported for the teachers and administrators.

The Principal and Assistant Principal choose a yearly focus for school-based professional development based on needs perceived in the preceding school year. For example, the current foci this school year are the Responsive Classroom approach and the integration of Google Apps in instruction. Once these areas of concentration were established, the Principal procured outside consultants to work with the teachers in

developing the necessary skills to implement these two aspects into instruction with the goal of improving student learning. In addition to school-based professional development, teachers and administrators participate in diocesan workshops as scheduled. For the purpose of illustration, during this current school year all teachers were trained in adapting the Common Core State Standards to the diocesan curricula during a diocesan workshop. After this training, teachers developed an awareness of Webb's Depth of Knowledge, and began to develop lesson plans and assessments that gave attention to moving past Level One Depth of Knowledge instruction.

In addition to these workshop-based professional development opportunities, all teachers at the Academy are members of Professional Learning Communities (PLCs). There are currently five active PLCs at the Academy. The PLCs meet at least monthly, and formal minutes and action items are recorded. The PLCs engage in professional discourse and research focused on student learning. An example of an initiative that had its genesis in PLCs at the Academy is implementation of the Responsive Classroom approach, which was originally proposed to the Principal at a PLC meeting after that particular PLC had gathered supporting research and data.

Teachers are also encouraged to engage in graduate studies in education, and the Academy supports this endeavor by making graduate education stipends available to the teachers each semester. Several teachers are currently enrolled in graduate courses as a result of this program. All told, the Academy budgets in excess of \$30,000.00 each year to fund all of these professional development opportunities, including the graduate education stipends.

7. School Leadership

St. Gregory the Great Academy is the largest ministry of the Church of St. Gregory the Great, which is located in the Diocese of Trenton. The Pastor of the Church of St. Gregory the Great is the canonical leader of the parish, and thus of all ministries including the Academy. The Pastor delegates the operating authority of the Academy to the Principal, who in turn is the instructional leader (Principal Teacher) of the Academy. The Principal works collaboratively with the Academy Administrative Team in order to carry out the programs and policies that serve the students. Members of the Administrative Team include: the Principal, the Assistant Principal, the Academy Student Assistance Counselor, the Academy Nurse, and the Academy Administrative Assistants (2). The Administrative Team meets regularly, and formal minutes are recorded. During an Administrative Team meeting, the Principal solicits feedback in a round-table fashion from each member of the team regarding major developments, decisions, and problems. The second part of each meeting has each member of the team report on their areas of responsibility.

Leadership is also exercised by the Academy School Board, which is composed of members of the parish who may or may not have students currently enrolled in the Academy. The School Board assists the Pastor and the Principal with long-term planning and visioning, provides consultation on major financial matters including the annual operating budget and tuition rates, and works to build the Academy endowment. School Board members have set terms, and members are appointed by the Pastor after consultation with the Principal.

Teachers are also critical to the leadership of the Academy, and several teachers have roles in which leadership is nurtured. Each Professional Learning Community and each Grade Level House has a teacher-leader who is chosen by the group. These leaders assign roles in the groups, and serves as a conduit of communication with the Administrative Team.

In addition to the professional leadership present in the Academy, parents and students are also in leadership roles via the PTA and Student Government. When appropriate, the Administrative Team solicits input from both the PTA and Student Government regarding major developments, decisions, and problems.

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	\$4250
1	\$4250
2	\$4250
3	\$4250
4	\$4250
5	\$4250
6	\$4250
7	\$4250
8	\$4250
9	\$0
10	\$0
11	\$0
12	\$0

4. What is the educational cost per student? \$5959
(School budget divided by enrollment)
5. What is the average financial aid per student? \$500
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 3%
7. What percentage of the student body receives scholarship assistance, including tuition reduction? 9%

PART VII - ASSESSMENT RESULTS

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Terra Nova</u>
Grade: <u>3</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>CTB/McGraw Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	75	77	67	70	82
Number of students tested	49	41	39	45	45
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: The Terra Nova, Second Edition was used in school year 2008-2009; the Terra Nova 3 was used in school year 2009-2010 and later.

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Terra Nova</u>
Grade: <u>4</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>CTB/McGraw Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	74	65	61	69	83
Number of students tested	37	47	49	44	49
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: The Terra Nova, Second Edition was used in school year 2008-2009; the Terra Nova 3 was used in school year 2009-2010 and later.

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Terra Nova</u>
Grade: <u>5</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>CTB/McGraw Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	76	69	73	81	86
Number of students tested	42	35	46	47	47
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: The Terra Nova, Second Edition was used in school year 2008-2009; the Terra Nova 3 was used in school year 2009-2010 and later.

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Terra Nova</u>
Grade: <u>6</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>CTB/McGraw Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	68	70	82	87	82
Number of students tested	38	49	56	48	37
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: The Terra Nova, Second Edition was used in school year 2008-2009; the Terra Nova 3 was used in school year 2009-2010 and later.

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Terra Nova</u>
Grade: <u>7</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>CTB/McGraw Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	74	87	90	83	86
Number of students tested	45	55	48	38	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: The Terra Nova, Second Edition was used in school year 2008-2009; the Terra Nova 3 was used in school year 2009-2010 and later.

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Terra Nova</u>
Grade: <u>8</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>CTB/McGraw Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	88	90	87	90	89
Number of students tested	56	47	38	50	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: The Terra Nova, Second Edition was used in school year 2008-2009; the Terra Nova 3 was used in school year 2009-2010 and later.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Terra Nova</u>
Grade: <u>3</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>CTB/McGraw Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	73	85	68	75	71
Number of students tested	49	41	39	45	45
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: The Terra Nova, Second Edition was used in school year 2008-2009; the Terra Nova 3 was used in school year 2009-2010 and later.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Terra Nova</u>
Grade: <u>4</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>CTB/McGraw Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	84	79	70	72	76
Number of students tested	37	47	49	44	49
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: The Terra Nova, Second Edition was used in school year 2008-2009; the Terra Nova 3 was used in school year 2009-2010 and later.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Terra Nova</u>
Grade: <u>5</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>CTB/McGraw Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	76	77	78	79	89
Number of students tested	42	35	46	47	47
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: The Terra Nova, Second Edition was used in school year 2008-2009; the Terra Nova 3 was used in school year 2009-2010 and later.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Terra Nova</u>
Grade: <u>6</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>CTB/McGraw Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	71	73	79	84	77
Number of students tested	38	49	56	48	37
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: The Terra Nova, Second Edition was used in school year 2008-2009; the Terra Nova 3 was used in school year 2009-2010 and later.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Terra Nova</u>
Grade: <u>7</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>CTB/McGraw Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	72	81	85	76	83
Number of students tested	45	55	48	38	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: The Terra Nova, Second Edition was used in school year 2008-2009; the Terra Nova 3 was used in school year 2009-2010 and later.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Terra Nova</u>
Grade: <u>8</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>CTB/McGraw Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	82	84	78	84	88
Number of students tested	56	47	38	50	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: The Terra Nova, Second Edition was used in school year 2008-2009; the Terra Nova 3 was used in school year 2009-2010 and later.