

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 Sister Merris Larkin

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

Official School Name Assumption of the Blessed Virgin Mary

(As it should appear in the official records)

School Mailing Address 63 Macculloch Avenue

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

City Morristown State NJ Zip Code+4 (9 digits total) 07960-5321

County Morris State School Code Number* 121

Telephone 973-538-0590 Fax 973-984-3632

Web site/URL http://www.assumptionnj.org E-mail mlarkin@assumptionnj.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*Brother William Dygert

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

E-mail: wdygert@patersondiocese.org

Other)

District Name Diocese of Paterson Tel. 973-777-8818

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. Moira Clarkin

(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. 19 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	26	32	58
K	24	25	49
1	22	21	43
2	26	15	41
3	21	28	49
4	35	24	59
5	21	31	52
6	29	23	52
7	20	26	46
8	22	19	41
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	246	244	490

5. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
 3 % Asian
 2 % Black or African American
 1 % Hispanic or Latino
 0 % Native Hawaiian or Other Pacific Islander
 93 % White
 1 % 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	11
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	3
(3) Total of all transferred students [sum of rows (1) and (2)]	14
(4) Total number of students in the school as of October 1	481
(5) Total transferred students in row (3) divided by total students in row (4)	0.029
(6) Amount in row (5) multiplied by 100	3

7. English Language Learners (ELL) in the school: 0 %
 0 Total number ELL
 Number of non-English languages represented: 0
 Specify non-English languages:
8. Students eligible for free/reduced-priced meals: 1 %
 Total number students who qualify: 2

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: 7 %
36 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>0</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>3</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>21</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>12</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>0</u> Developmentally Delayed |

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	1
Classroom teachers	27
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	7
Paraprofessionals	7
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	0

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	96%	96%	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

Founded in 1850, Assumption School is the second oldest Catholic school in the Diocese of Paterson. The school proudly celebrates one-hundred and sixty-three years of continuous education to the community and surrounding areas. Faith formation, academic excellence, and continuous improvement are the foundations of an Assumption School education. Tucked away in a residential neighborhood in the historic district of Morristown, New Jersey, the school has a rich tradition and strong reputation for developing excellent students who are well-rounded, confident, and grounded in faith. This is evidenced by the feedback received from the prestigious high schools and colleges attended by recent and former graduates. These colleges include Harvard, Notre Dame, University of Pennsylvania, Yale, Dartmouth, and Princeton University. Many current students attending Assumption are following a tradition set by their parents and grandparents. Generations of families have been enriched by an Assumption School education.

It is the mission of Assumption School to provide students with both the educational tools and spiritual values they will need to become productive, morally mature members of society. This mission includes a quality education based on a comprehensive curriculum implementing the Common Core Standards and the Paterson Diocese standards. To accomplish this, a cohort of teachers has attended workshops for the past two summers, utilizing the Alliance for Catholic Education (ACE) Curriculum model developed by the University of Notre Dame. The faculty is dedicated to educating the whole child, ever aware of their individual needs and learning styles. Students are challenged and always encouraged to be the best they can be. The administration and faculty recognize the educational partnership and bond between family, school, and community in fostering the students' love of learning.

SMART technology is used to enrich and enhance the curriculum as well as to remediate when necessary. All classrooms are equipped with Smartboards and have access to many online resources such as Brain Pop and Discovery Education. Students also receive weekly formal computer instruction in the computer lab. Document cameras, iPads, and SMART clickers are shared among teachers to complement instruction.

The faith dimension and Catholic beliefs and practices are the primary reasons for the school's existence and success. Spiritually, Assumption School prepares the students for a life centered in Jesus Christ by celebrating the gospel in word and sacrament. By example and deed, the faculty and students live the gospel and participate in God's work by serving the community through projects that benefit and address local and global issues. Some of these charitable projects are food drives, Pennies for Patients, St. Jude's Math-a-thon, clothing and toy drives, and most recently, a collection of gift cards for displaced families from hurricane Sandy.

Parents are an integral part of the education and spirit of Assumption School. The Home and School Association is an active, dedicated group of parents supporting a wide variety of academic and social activities as well as providing financial support for programs and building improvements. The HSA contributes over \$150,000 annually to support school programs.

In order to maintain the school's commitment to educate the whole child, many extra-curricular sports and activities are offered. Some examples of these athletic activities are basketball, baseball, softball, soccer, volleyball, track, cross-country, tennis, and ski club. Various other activities include art classes, pottery classes, instrumental music, gardening club, Lego club, scouting, forensics, and fitness training. The generosity and resourcefulness of parents and faculty allow for this wide variety of activities offered to the students.

In conclusion, Assumption School provides a quality education, founded in faith, where children can learn and believe in themselves and say with confidence, "I am larger, better than I thought; I did not know I held so much goodness" (Walt Whitman). Recognition as a Blue Ribbon School would be an honor and validation of the rich history and educational excellence of Assumption School.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

A. Assumption School participates in the standardized testing program mandated by the Diocese of Paterson. Terra Nova, third edition, published by CTB/McGraw-Hill is administered each March to grades two through seven. Eighth grade students are tested in November using the Terra Nova Cooperative High School Admissions Examination. This test assesses student achievement in English, Reading and Math and is primarily used by Diocesan High Schools to determine readiness for high school. Students in grades two through seven also participate in the Terra Nova In View, which measures cognitive ability and is aligned with both National and Diocesan Standards.

In both math and reading, the scale scores for Assumption School exceed the cut scores that correspond to the 85th percentile in National Norms. These high scores qualify Assumption School as a Blue Ribbon School.

B. Test results are reported in a variety of ways including scale scores, national and local percentiles, and objective performance index. The scale scores reported by Terra Nova allow the school to analyze student performance and compare progress of students from year to year. By looking at this data it is clear that Assumption students are progressing consistently from year to year.

In 2008-2009, grade three students achieved an average scale score of 652.7 in reading. Following this cohort as they progressed through the years, their average scores were 667.9 in 2009-2010, 681.2 in 2010-2011, 693.9 in 2011-2012 and 702.1 in 2012-2013. Likewise, reported math scale scores for the same cohort were 643.3 in 2008-2009, 679.8 in 2009-2010, 676.9 in 2010-2011, 701.5 in 2011-2012 and 720.2 in 2012-2013.

After looking at similar data for other cohorts of students, the same consistent progress in achievement levels was found.

Several factors have contributed to the consistent gains in both reading and math. For example, changes have been made in the reading and math series, and professional development has been encouraged. In addition, more technology-based lessons have been introduced, and teachers are utilizing curriculum mapping in professional learning groups as they plan, discuss, and close any gaps which may exist in the curriculum.

The introduction of Treasures, a Reading/Language Arts Series in grades one through five, has contributed to our consistent gains in reading scores. It is a series focused on Balanced Literacy which supports differentiated instructional strategies. One component of this series is web-based. Technological presentations enhance the program, keep students engaged, and allow parental access. Similarly in math, the series Envision, has allowed students to complete work on line, take tests at home in real time, and receive immediate feedback from teachers. The addition of technology has increased student interest and achievement levels for most students.

Assumption School has consistently produced students with strong reading and writing skills, while lagging behind in math. A commitment to improve math achievement was made by the administration and faculty, and resources were allocated to improve instruction.

Class size was addressed by hiring instructional aides to work with the classroom teachers within the primary grades. This allowed for more flexible groupings, both advanced and remedial. Schedules were reviewed so that all math instruction was in the morning. These changes, plus the increased use of technology and improved instructional strategies have made noticeable improvements in math scores.

2. Using Assessment Results:

Assumption School uses data from Terra Nova and In View Test of Cognitive Skills to evaluate and analyze the strengths and weaknesses of each student and the overall performance of the school. The principal uses this data to determine any trends that might surface in individual classes from year to year.

The Group Objective Summary Report, given to each teacher, provides valuable feedback on class performance on each objective covered in subject areas tested. The objectives are reported as non-mastery, partial mastery, and full mastery for every student. Teachers can easily determine by class or individual where remediation or advancement is needed and plan accordingly. Teachers meet, collaborate, share Terra Nova results, and address weaknesses and strengths that have been identified. An action plan is then developed to address these skills and objectives.

For students who perform in the lowest assessment levels, additional instruction is provided by Catapult Learning as well as the classroom teacher. Assumption School also employs a full time teacher to support these students within their own class or on an individual pull-out basis.

All students, regardless of their assessment levels, are encouraged and expected to increase their performance as they move ahead from year to year.

Terra Nova scores are used to determine the Presidential Award for Academic Excellence which is presented to top students upon their graduation. To qualify for this award, a student must have a B+ or better year end average and be in the 85th percentile on his/her standardized testing. In 2013, 18 of 39 graduates were presented this award at graduation.

Communication of assessment is shared on a continuing basis with parents. Progress reports are sent home and parents have access to Power School, which enables them to have immediate feedback on their child's progress on tests, projects, and homework. While formal parent-teacher conferences take place in November, teachers are always available to meet with parents. Many teachers also communicate with parents through email and classroom websites.

Terra Nova Home Reports are sent to parents in May to report each child's progress. The parents are encouraged to contact teachers to clarify or discuss any concerns they may have about their child's results. The school's Terra Nova scores are published on the Paterson Diocesan Schools' website and available for all prospective families to review. Assumption School is pleased and proud of the school's performance on Terra Nova and the students' continued growth in reading and math.

3. Sharing Lessons Learned:

Some of the ways Assumption School shares successful teaching lessons learned are as follows:

One of the fifth grade teachers organized a Professional Learning Community (PLC) and invited all fifth grade teachers in the Paterson Diocese to be a part of this group. The PLC, "Take Five", meets four or five times a year. These colleagues discuss and share best practices, curriculum, common projects, and any other pertinent subjects.

Six teachers have been involved for the last two years working with the University of Notre Dame's ACE curriculum. This program uses the Common Core Standards to ensure all students will be able to find mastery of these skills at the completion of each unit. These teachers are responsible for instructing other faculty members in this method.

The art teacher has published many projects and techniques in an art curriculum magazine along with several examples of student work.

Assumption School invites teachers from other Diocesan schools to observe the Junior High literature teacher who shares her many best practices with them.

The principal serves as a mentor to new principals in the diocese and sits on the Diocesan Salary Board, Principal Evaluation Committee, Report Card Committee, and the Search Committee for new principals in the Diocese.

Assumption School considers it a privilege to share our successes with our colleagues and to learn from their best practices.

4. Engaging Families and Community:

The school's success is founded on the principle that parents are the primary and most important teachers in their children's lives. When parents enroll their children in Assumption School, the teachers and principal understand they are entering into a sacred trust with the parents to help their children become the best they can be. The school encourages frequent communication with parents via conferences, phone calls, emails, and written notes.

Parents assist in the library and are invited to read to their child's class on their library day. Some of the more musical parents have taken part in the annual Christmas and Spring concerts. Parents are also responsible for organizing and running enrichment programs during and after the school day. They also chaperone the ski club and class trips. The athletic director and coaches are parents who generously give their time to further the school's mission to "educate the whole child".

Education is enhanced by local community organizations and interaction with a nearby college community. Students participate in programs and contribute to projects at Macculloch Hall, a local historical museum. Fourth grade students have been designing Victorian ornaments for the museum's Christmas tree for over twenty years. Local law enforcement agencies and the Morris County Prosecutor's Office have visited the school to instruct students and parents on safety issues, drug awareness, internet safety and cyber bullying. Students from the College of St. Elizabeth participate in an eight week program working with groups of children on reading and math skills. Boy Scouts and Girl Scouts often visit local businesses to observe "real life skills" and to broaden their perspective of the world.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

Guidelines for curriculum are set by the Paterson Diocese in conjunction with the Common Core State Standards. The school is working with Notre Dame University using their ACE Curriculum guides, which also incorporate the State Standards. Instruction is differentiated and technology integrated to optimize student learning.

1. Religion – The religious education of Assumption School students is the primary reason for our existence and permeates our entire day and all other subject areas. The curriculum builds on the following topics: Creation, God, Jesus Christ, the Church, morality, sacraments, family life and salvation. Another important component to religious education is service to community, both near and far. Several projects are worked on during the year. In collaboration with Delbarton School, clothing and toy drives for Appalachia have been consistent projects for students and families.

Math – The goals of the Math Curriculum are to ensure that the students have an understanding and command of mathematics and how to apply it in their lives and the world around them. Skills that we focus on throughout the grades are: number sense, problem solving, skill development, estimation, mental math, geometry, graphs, probability, critical thinking skills, pre-algebra and algebra. Differentiation and small group instruction provide remedial or advanced learning.

Reading – The Reading Program emphasizes the systematic and sequential mastery of basic skills and the appreciation of literature. The goal is to cultivate independent readers who develop into lifelong readers.

Language Arts – The focus of the Language Arts curriculum is to acquire and apply basic grammatical skills in speaking and writing. Writing skills are a high priority at Assumption School. The use of technology to reinforce grammar and writing skills further engages students and challenges their imagination. All students maintain “Writing Portfolios” with samples of their work. In addition, second through eighth graders are required to write one yearly research paper.

Social Studies – The Social Studies curriculum encourages all students to understand and evaluate events of the past, to be aware of the events and needs of the present, and to be prepared to meet the needs of the world in the 21st Century. Some of the topics and skills presented include: the study of communities, religions, New Jersey, American and world history, map skills, current events, and research skills.

Foreign Language – Spanish is taught in grades kindergarten through grade four. Grades K – 2 have one 30 minute period a week, and grades 3 and 4 have two 30 minute periods per week. The curriculum progresses from simple counting, days of the week, writing, conversational Spanish, and studying cultural traditions.

French is taught in grades 5 through 8. Grades 5 and 6 have two 40 minute periods per week. Grade 7 has three 40 minute periods, and grade 8 has four 40 minute periods. There is an advanced class for 8th graders, and some of these students have been placed in French II as high school freshmen. Assumption School is in compliance with the program's foreign language requirements.

Art and Music – The art and music programs meet weekly focusing on creative experience while incorporating music/art history.

Physical Education – This curriculum provides students with skills and knowledge that will enable them to choose healthy lifetime habits and attitudes regarding sports, exercise, and activity. Classes meet twice weekly.

Technology – The Computer Center is equipped with cutting-edge technology that prepares the students for the technological world in which they live. There are 20 desktop computers, 10 laptops, and 150 iPads which support student learning at their individual levels of ability. Students are instructed in the practical use of

hardware and software, as well as keyboarding, word processing, databases, spreadsheets, desktop publishing, graphics, and safe use of the internet. All classrooms have computers and smartboards which allow for the integration of technology across the curriculum. The computer teachers work with the classroom teachers to plan lessons that will enhance student interest and learning.

2. Reading/English:

Reading in the primary grades at Assumption School is heavily phonics based. The students learn the sounds and letters necessary to decode written language. High-frequency words are also introduced and incorporated into stories to increase comprehension. The introduction of a new series, Treasures, has supported the balanced literacy program at the school, which provides differentiated instructional strategies and offers numerous online resources for teachers, students, and parents. Treasures provides a selection of literature that lends itself to story elements in trade books used in the middle and junior high grades. As primary students gain skills, fluency, and confidence, trade books are introduced to enhance their reading experience as well.

Middle and Junior High students study literature using interdisciplinary activities showing the connection between literature, history, science, art, music. Teachers generate Power Point presentations used to highlight key concepts, review for tests, and stimulate ideas.

Reading is encouraged at all grade levels through dramatizations, book reports, research papers, and two yearly events, Famous Person Wax Museum and the Iditaroad.

Students who struggle or are below grade level have the opportunity to work individually or in small groups with a reading specialist on staff as well as with the classroom teacher. All students, have “reading buddies” a program which encourages a lifelong love of reading.

3. Mathematics:

A new Math Curriculum was introduced which incorporates the Common Core Standards. Simple critical thinking skills and word problems are presented starting in the kindergarten and progress in degrees of difficulty throughout the grades. The primary curriculum covers basic skills as well as addition, subtraction, time, money, fractions, and measurement. Grade 2 continues to build on these skills and introduces multiplication, addition, and subtraction with multiple digits, geometry concepts, measurement, and data graphs. Place value, regrouping, and multiplication continues to be reinforced and expanded in grade 3. Additionally, probability, division, fractions, and decimals are introduced. Continuing to build on prior skills, grade 4 focuses on multiplication and division of two and three digit numbers. Grade 5 renews basic operations and algebraic thinking before continuing onto fractions. Decimals and percents are also introduced. Grade 6 continues an extensive study of decimals and percents as well as expressions and equations, number systems, statistics, probability, ratios and proportional relationships. Pre-algebra and algebra are offered to students in grade 7 and 8 respectively.

Methodology – In introducing a math lesson, any math vocabulary needed to understand the lesson is reviewed. The teacher will set the purpose of the lesson and build on prior knowledge. A problem will be posed and students will work in small groups to develop an answer to the problem using math manipulatives when appropriate. The class reviews each group’s answers and discusses strategies. After this interactive learning piece, the class moves on to a component called visual learning. In this segment of the lesson, the students will view the lesson opener on the Smart Board. The students will then work on guided practice of the skill with teacher support, and small groups of students will complete independent practice. This independent practice is checked in a variety of ways. Homework that reinforces the skill taught is assigned and the teacher closes the lesson and checks for essential understanding. Periodically, as the teacher works through the topic, various types of formative assessments are scheduled. A cumulative quiz and test are administered at the end of each topic. These assessments are critical to determining further action, for example reteaching and enrichment. Differentiation occurs by ability grouping, modifying homework assignments, using peer tutors and offering classes after school hours.

4. Additional Curriculum Area:

The Science Curriculum in grades kindergarten through grade 5 is investigative, interactive, and hands-on. Curiosity is the key to teaching science.

- The first area of study is Life Science, including the life cycle of plants and animals, and the human body systems. Hands-on examples: observing the complete metamorphosis of a butterfly or dissecting an owl pellet.
- The second area is Earth Science, including rocks and minerals, weather and space. Hands-on examples: making a 12 ft. mural in small groups to learn how vast space is or making weather instruments and using them.
- The third and final area is Physical Science including energy, simple machines, and electricity. Hands-on examples: teams building a simple machine, drawing plans, and creating.

The goal is to stimulate inquisitive minds and a love for science that will last a lifetime.

The science curriculum in grades 6 through 8 uses a laboratory approach, as well as hands-on.

The topics covered in Earth Science include: the nature of matter, rocks and minerals, tectonic plates, the seafloor, earthquakes, volcanoes, atmosphere, weather, space program, Solar System, sun, earth and moon, seasons, solar and lunar eclipses, and oceanography.

These topics are enriched and supplemented with additional presentations on the San Francisco Earthquake of 1906, Pompeii, the Voyager probes, Google Earth's seafloor layer and Celestia's guided tour of the Solar System and earth science scientists. Projects worked on during this year include creative writing, eyewitness accounts of the citizens of Pompeii or San Francisco, virtual earthquake internet activity, descriptive brochures regarding safety procedures to be followed during natural disasters, and a long-term internet project during which students collect data, chart it, and graph it, for a specific city in the United States.

Life Science includes topics such as: characteristics of life, the nature of matter, classification systems, chemistry of life, cell organelles, cell processes, mitosis and meiosis, DNA and RNA, heredity, genetics, Punnett Squares, evolution, human ancestors, the kingdoms of life and all phylums, the biochemistry of photosynthesis, and the human body systems.

During Life Science, the students research and prepare flashcards on mitosis and meiosis, present a portrait of their "child" based on a genetic profile developed by probability, become proficient in doing Punnett Squares, use internet sites to research topics, prepare a chart of comparisons of characteristics for all phylums studied, do a hands-on dissection, and a virtual dissection online, resulting in a paper that summarizes and compares the experiences, and justifies their preference.

Eighth Grade Physical Science is presented as a half-year program covering physics topics, such as forces, Newton's Laws of Motion, potential and kinetic energy, gravity, momentum, thermal energy, behavior of gases and fluids, electromagnetic spectrum, waves, work and machines, electricity and magnetism. The study of these topics includes an emphasis on solving formulas and equations. In the second half of the year, chemistry is introduced with the study of matter elements, compounds, states of matter, Periodic Table, chemical bonds, chemical reactions, writing chemical formulas and equations, and organic compounds with structural diagrams.

During Physical Science, students are involved in projects which apply, analyze, and synthesize new applications for each concept learned in class. These projects include making a hovercraft, using web quest projects to research and develop their own rollercoaster, researching modern day scientists, and creating an associated Facebook page, as well as giving a short presentation to the class about that scientist.

5. Instructional Methods:

Recognizing that all children learn differently and progress at their own pace, Assumption teachers employ various teaching methods and strategies to ensure success in learning for all students. The faculty is keenly aware of the different learning styles of their students, whether visual, tactile, or audio, and accommodate their needs appropriately. Cooperative learning groups are often used in the Middle School and Junior High, not only to enhance learning, but also to increase respect for diverse opinions and creative solutions to discover answers. Many forms of alternate assessment are provided for students. These may include dramatization, oral reports, Power Point presentations, or the use of art work. Accommodations are made for some students when traditional forms of assessment are used. Students may receive extra time within the classroom setting, move to another room and work individually, or work in a smaller group with the full time learning specialist employed at Assumption. Modifications of tests and assignments, are also used to maximize success at all levels for the students when necessary.

Students who learn easily are advanced within their own classrooms. For some who are exceptional, they may move to the next grade level for instruction in a given subject area. The administration and faculty of Assumption School believe that all children can learn and thrive in an environment where they are loved, respected, and safe. With all other educational pieces in place, the faculty of Assumption works diligently at making that environment a reality for the students.

6. Professional Development:

If the students at Assumption School are to be prepared with the skills and knowledge necessary to be productive people in our society, then the faculty must be on the cutting edge in ways to develop those skills and impart the knowledge to make that happen. Professional development is encouraged and expected for all teachers. Funds have been budgeted for numerous workshops, seminars, college classes, and advanced degrees. Substitute teachers are provided to relieve the teachers of their regular classroom duties while they attend workshops. We follow the same standards set by the State of New Jersey, and all teachers are required to complete 100 hours of professional development every five years in order to maintain their certification.

The teachers meet in Professional Learning Communities in curriculum areas and grade level areas to discuss and share ideas about students as well as giving feedback from workshops attended. These meetings have sparked excitement and encouraged others to try new ideas which in turn have helped student learning and enthusiasm.

In addition to each teacher's improvement goals, a building goal is set at the beginning of the year with a tie-in to an end-of-year bonus. The teachers provide artifacts and documentation which is discussed with the principal to see how well the goal was accomplished.

Teachers will frequently visit other schools in the diocese to share ideas and best practices. Assumption School teachers are noted for leading many of these initiatives. This commitment to professional development has improved instructional strategies and student learning and interest.

7. School Leadership

Assumption School is a non-profit, Catholic elementary school governed by the policies and practices established by the School Office of the Paterson Diocese. The daily operation of the school is under the direct supervision of the principal who works closely and cooperatively with the pastor of Assumption Church. The School Board and Parish Finance Council work with the pastor and principal in the areas of finance, facilities, maintenance, strategic planning, and development. An endowment committee has been established to ensure future financial success of the school. The ongoing educational successes of Assumption School have been maintained through partnerships and collaboration with all stakeholders: principal, faculty, staff, students, parents, and the community. Everyone shares in the responsibility for the academic, spiritual, and moral development of our students.

The principal is deeply committed to creating an environment, which supports and encourages the teachers to develop programs and methods, both conventional and unconventional. This allows children not simply to learn, but more importantly to love to learn, to be excited, curious, and confident in their skills. It is the principal's firm belief that: School should be a place to laugh, dance, sing, learn and have fun.

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	\$5796
1	\$5796
2	\$5796
3	\$5796
4	\$5796
5	\$5796
6	\$5796
7	\$5796
8	\$5796
9	\$0
10	\$0
11	\$0
12	\$0

4. What is the educational cost per student? \$5571
(School budget divided by enrollment)
5. What is the average financial aid per student? \$1950
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 4%
7. What percentage of the student body receives scholarship assistance, including tuition reduction? 7%

PART VII - ASSESSMENT RESULTS

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Terra Nova Third Edition</u>
Grade: <u>3</u>	Edition/Publication Year: <u>2013</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	648.6	639.3	652.7	648.2	646.3
Number of students tested	59	53	55	51	48
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
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 Third Edition</u>
Grade: <u>4</u>	Edition/Publication Year: <u>2013</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	679.7	689.5	695.4	679.8	678.1
Number of students tested	50	51	54	52	50
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
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 Third Edition</u>
Grade: <u>5</u>	Edition/Publication Year: <u>2013</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	686.5	680.6	676.9	681	687.1
Number of students tested	55	56	54	53	44
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
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 Third Edition</u>
Grade: <u>6</u>	Edition/Publication Year: <u>2013</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	699.7	701.5	710.9	708.4	714.6
Number of students tested	51	45	47	44	49
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
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 Third Edition</u>
Grade: <u>7</u>	Edition/Publication Year: <u>2013</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	720.2	724.8	731.8	719.5	705.2
Number of students tested	42	41	34	48	50
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
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 Third Edition</u>
Grade: <u>3</u>	Edition/Publication Year: <u>2013</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	658.3	651.8	656.4	651.1	652.7
Number of students tested	59	53	55	51	48
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
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 Third Edition</u>
Grade: <u>4</u>	Edition/Publication Year: <u>2013</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	674.9	679.5	683.5	667.9	674.7
Number of students tested	50	51	54	52	50
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
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 Third Edition</u>
Grade: <u>5</u>	Edition/Publication Year: <u>2013</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	687.6	680.3	681.2	683.3	686.6
Number of students tested	55	56	54	53	44
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
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 Third Edition</u>
Grade: <u>6</u>	Edition/Publication Year: <u>2013</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	693.1	693.9	703.1	698.3	697.7
Number of students tested	51	45	47	44	49
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
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 Third Edition</u>
Grade: <u>7</u>	Edition/Publication Year: <u>2013</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	702.1	705.5	714.8	703.2	703.3
Number of students tested	42	41	34	49	50
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
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: