

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

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[ ] Public or [X] Non-public

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

Name of Principal Sister Mary Sue Carwile, IHM

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

Official School Name Saint James Catholic School

(As it should appear in the official records)

School Mailing Address 830 West Broad Street

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

City Falls Church State VA Zip Code+4 (9 digits total) 22046-3182

County \_\_\_\_\_ State School Code Number\* \_\_\_\_\_

Telephone 703-533-1182 Fax 703-532-8316

Web site/URL http://www.saintjameschool.org E-mail mainoffice@saintjameschool.org

Facebook Page

https://www.facebook.com/pages/Saint-

Twitter Handle

James-Catholic-

@stjameschoolfc

School/397874716943058

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\* Sister Bernadette McManigal, BVM

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

E-mail:

B.McManigal@arlingtondiocese.org

Other)

District Name \_\_\_\_\_ Tel. NA

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

Date \_\_\_\_\_

(Superintendent's Signature)

Name of School Board

President/Chairperson N/A

(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**

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**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

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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. 1 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 |
|-----------------------|------------|--------------|-------------|
| <b>PreK</b>           | 0          | 0            | 0           |
| <b>K</b>              | 24         | 22           | 46          |
| <b>1</b>              | 30         | 29           | 59          |
| <b>2</b>              | 26         | 28           | 54          |
| <b>3</b>              | 28         | 29           | 57          |
| <b>4</b>              | 27         | 28           | 55          |
| <b>5</b>              | 34         | 28           | 62          |
| <b>6</b>              | 26         | 21           | 47          |
| <b>7</b>              | 31         | 18           | 49          |
| <b>8</b>              | 24         | 25           | 49          |
| <b>9</b>              | 0          | 0            | 0           |
| <b>10</b>             | 0          | 0            | 0           |
| <b>11</b>             | 0          | 0            | 0           |
| <b>12</b>             | 0          | 0            | 0           |
| <b>Total Students</b> | 250        | 228          | 478         |

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 9 % Asian
  - 1 % Black or African American
  - 12 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 68 % White
  - 10 % 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.

| <b>Steps For Determining Mobility Rate</b>   | <b>Answer</b> |
|--|---------------|
| (1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year             | 5             |
| (2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year | 9             |
| (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   | 508           |
| (5) Total transferred students in row (3) divided by total students in row (4)   | 0.028         |
| (6) Amount in row (5) multiplied by 100  | 3             |

7. English Language Learners (ELL) in the school: 1 %  
5 Total number ELL  
 Number of non-English languages represented: 8  
 Specify non-English languages: Mandarin, Spanish, German, Portugese, Tagalog, Vietnamese, Russian, Malayalam
8. Students eligible for free/reduced-priced meals: 3 %  
 Total number students who qualify: 13

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: 2 %  
26 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.

- |                         |   |
|-------------------------|---|
| 1 Autism                | 1 Orthopedic Impairment                 |
| 0 Deafness              | 3 Other Health Impaired                 |
| 0 Deaf-Blindness        | 7 Specific Learning Disability          |
| 2 Emotional Disturbance | 2 Speech or Language Impairment         |
| 1 Hearing Impairment    | 0 Traumatic Brain Injury                |
| 0 Mental Retardation    | 0 Visual Impairment Including Blindness |
| 1 Multiple Disabilities | 0 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:

|   | <b>Number of Staff</b> |
|---|------------------------|
| Administrators  | 2                      |
| Classroom teachers  | 21                     |
| Resource teachers/specialists<br>e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.  | 9                      |
| Paraprofessionals   | 3                      |
| Student support personnel<br>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 23:1

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

| <b>Required Information</b> | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 |
|-----------------------------|-----------|-----------|-----------|-----------|-----------|
| Daily student attendance    | 96%       | 97%       | 96%       | 97%       | 97%       |
| 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

| <b>Post-Secondary Status</b>                  |    |
|---|----|
| 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

If yes, select the year in which your school received the award. 1999

## **PART III – SUMMARY**

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Saint James Catholic School is administered by the Sisters, Servants of the Immaculate Heart of Mary from Immaculata, Pennsylvania. The Sisters, along with the dedicated faculty and staff enrich the lives of Saint James students every day and are committed to educating the whole child by promoting an active faith life, academic excellence, and service. Imbued with the IHM Charism, where Jesus is the center and Mary is the model, the school strives to inspire, lead, and challenge its students to fully develop their God-given abilities.

The faculty and administration offer a safe and nurturing environment where all students, with their diverse backgrounds (including students from fifteen different countries), abilities, and learning styles, are encouraged to take an active role in his/her education in order to prepare for the challenges of life and learning in the 21st century.

For more than a century, Saint James School has attained academic excellence. Saint James is among a select group of schools in the diocese to offer both Algebra and Geometry to qualified seventh and eighth grade students. Because of the school-wide emphasis on foreign language, the majority of Saint James graduates test into Spanish II upon entry into high school. Opportunities for student leadership have been provided to enhance students' educational experience through the recently formed Saint James Chapter of the National Junior Honor Society. Among other things, members offer after-school tutoring to students and technology training for senior parishioners. Saint James School was recognized by Johns Hopkins Center for Talented Youth Talent Search as a Top Virginia School reflecting the school's academic quality, student abilities, and teacher talent.

Building on an already strong academic tradition, Saint James School provides students with an opportunity to put faith into action at home, at school, in the community, and around the world. Together with the school-wide Student Council, students participate in various service programs such as cards for the homebound, letters to service men and women, the collection of thirty cartons of shoes for the poor, canned goods for the Saint James Parish food pantry, books and school supplies for a financially disadvantaged inter-city school in Pennsylvania, food and clothing collections for the homeless, collections for natural disaster relief, school-wide recycling program, and other community outreach events.

Saint James School is proud of its technology initiatives, including equipping every classroom with a Promethean ActivBoard and an audio enhancement system. The school continues to invest in current technology via the new iPad initiative, including Apple TV, and a school-wide wireless system. In 2010, Saint James began producing closed-circuit broadcasts for the students, who run and co-anchor the programs.

In 2006, Saint James School celebrated its centennial. The relationship between Saint James and its families has been a key element to its longevity and success. Saint James has continued the long tradition of the annual bazaar and embraced new traditions such as Family Fun Night, Gala/Auction, and Lenten Fish Fry to strengthen the bond with the community. Parents serve the school as project and classroom volunteers, fundraisers, coaches, scout leaders, and science lab coordinators. The Parent Teacher Organization (PTO) contributes over \$100,000 annually for capital initiatives, various school-wide enhancements, and continuing education for teachers. Saint James students benefit from a hands-on educational experience, which is supported by the commitment of parents.

To prepare for the future, a Strategic Planning Committee was formed in 2011 to create a five-year plan. This forty-three member committee was comprised of members of NCEA, Office of Catholic Schools, parishioners, community members, teachers, and parents. Seven sub-committees (Finance, Marketing, Communication, Middle School, Pre-School Option, Faculty, and Academics) were charged with analyzing current school practices and suggesting areas in need of improvement. Working concurrently with the Design for Excellence Committee, the Virginia Catholic Education Association's re-accreditation process, a comprehensive five-year plan was developed which resulted in the formation of an implementation committee in June 2012. This committee is responsible for the compliance and integration of the two plans.

Saint James School has already reached several benchmarks such as augmenting the professional development program for faculty, establishing a marketing and recruitment committee, and analyzing new tuition models - a key component in securing a financially sound future for the school.

The faculty and staff remain committed to teaching students the Catholic faith in addition to providing a strong academic curriculum. Teachers take advantage of professional development opportunities to better themselves as catechists and teachers. Students continue to excel in academics, reach out to their community, support various charities, and stand as witnesses to the Gospel values of peace and justice. In celebrating over one hundred years of service to the church and community, Saint James Catholic School continues to be a model of Catholic education and academic excellence.



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

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

a) Saint James Catholic School administers the Terra Nova 3 each spring in grades two through seven. The “NP of the Mean NCE” scores are reported in accordance with percentile figures for Math and Reading, indicating that the school meets requirements in all areas by the Department of Education’s cut score document. In 2013, each grade level at Saint James exceeded the national average in every sub-category, and in some areas this differential was as high as 36 percentile points (fractions for 7th grade). The school does not compare results to the diocese, county, or state, so assessment is reviewed internally from year to year to determine short and long term trends and subsequent modifications. Since scores are consistently above the national average, analyzing results is more content specific for students (collectively and individually). Teachers and staff use results to target specific skill areas and strategically select new curriculum, including intervention and enrichment, and plan professional development.

To enhance the reading curriculum, the school adopted Macmillan/McGraw-Hill’s Treasures for kindergarten in 2011 and Scott Foresman’s Reading Street program in 2012 for grades one through three and in 2013 for grades four through six. The additional activity and technology resources have allowed for greater cross-curricular and differentiated instruction as well as alternative assessment techniques. Math assessment has also been expanded to include online homework options and online math practice and activities (First in Math and Reflex Math).

In determining acceptable performance levels, Saint James remains dedicated to improving curriculum and instruction so that the student body is reaching its optimal potential in all subject areas. For this reason, assessment results are not limited to any one score, but rather include an extensive range of assessment tools that are continually adjusted to accurately gauge student comprehension and development.

b) Over the past five years, Saint James School has continued to perform above the national average in all subject areas. Trends in data for the school do show a drop in scores as a whole in 2011, likely attributable to the school switching from Terra Nova 2 to Terra Nova 3. Specifically, the themes are not consistent in the Reading and Language Arts tests, and more in-depth content knowledge is assessed in the Reading, Language, and Mathematics exams of the Terra Nova 3. Taking into account that the test forms are not strictly compatible across administration in 2010 and 2011, trends have been analyzed across a five-year period as well as the three-year period following the implementation of the Terra Nova 3.

Following classes as they progressed from grade three to grade seven (or some subset of this within the five-year period), overall scores for Saint James have either stayed the same or increased. Looking specifically at students tested as third graders in 2009 and as seventh graders in 2013, results indicate a net gain of seven percentile points in overall score, five percentile points in Reading, and 15 percentile points in Mathematics. Additionally, Mathematics scores reveal a net gain for students tested as fourth graders in 2009 and as sixth graders in 2011 as well as for students tested as fifth graders in 2009 and as seventh graders in 2011. Reading scores show similar upward trends. Students tested as sixth graders in 2009 increased scores as seventh graders in 2010. Third graders in 2011 saw a rise in scores as fifth graders in 2013. Finally, third graders in 2012 tested higher as fourth graders in 2013.

A drop in scores was noted in Mathematics for students who were third graders in 2011 as they progressed through fifth grade in 2013. Looking at the sub-categories of scores more specifically, it was determined that this drop was primarily due to a low score in multiplying and dividing fractions. Another decreasing trend was noted in Mathematics for students tested as third graders in 2012 and then again as fourth graders in 2013. To help students in these areas, First in Math and Reflex Math have been implemented in fifth and sixth grades. Additionally, the fifth and sixth grade math teachers are utilizing the Prentice Hall Skills Intervention Kit to target specific skill gaps for each student individually. Both grade levels have experienced growth in their math facts and overall math achievement and motivation.

Saint James’ standardized testing results consistently exceed the School Mean Scale Score at the 85th Percentile of National School Norms. In both Reading and Mathematics the 2011, 2012, and 2013 scores for

each grade tested surpassed the 2013 Terra Nova 3 cut scores. Likewise, for Terra Nova 2 results for 2009 and 2010, all 20 scores were above the 2013 cutoff scores. Saint James School evaluates the data from all subject areas of the Terra Nova each year, including the subcategories for each subject and the thinking skills component, as it plans curriculum and instruction and coordinates professional development.

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

Saint James Catholic School uses multiple assessment tools in evaluating student performance and progress. In addition to standardized test results, each grade level and curriculum area incorporates a wide range of instructional materials and methods to reach the needs of all students and promote a love of learning. Grades are based on formative and summative quizzes and tests, individual and cooperative assignments and projects, and formal and informal classroom and home activities.

Once the Terra Nova results are received, teachers record non-mastery and partial mastery of skills in specific subcategories. Techniques and materials utilized throughout the year are shared with above and below grade level teachers to create updated plans for curriculum and instruction, including any professional development or classroom resources that might be effective in the future. This “Terra Nova Handoff” assists teachers as they prepare for the upcoming academic year in terms of curriculum, behavior, instruction, intervention, learning styles, and potential obstacles.

Assessment within each subject at Saint James is varied with thoughtful implementation and continual evaluation. ActivBoard activities are used to determine skill areas needing re-teaching or augmenting, actively engaging learners who might be more intimidated by traditional testing and allow for a clearer evaluation of their progress in a more informal setting. Online tools (i.e., classzone.com, quia.com, SuccessnetPlus, Geometer’s Sketchpad) assist teachers in reaching visual learners and enabling them to connect with subject matter (in-class and homework assignments). Cross-curricular planning reinforces material and creates more authentic learning experiences for students. For example, social studies projects overlap with language arts, public speaking, and library lessons on research, thesis writing and outlining, and oral presentations. In this way, assessment is meaningful for students while allowing teachers to reinforce materials and gauge objectives in numerous settings.

Cooperative learning and lessons involving manipulatives provide additional arenas for assessment. LabLearner provides weekly evidence of Saint James’ strong emphasis on tapping kinesthetic learning in addition to audio and visual learning. Math teachers throughout the school use materials like algebra tiles, Cuisenaire rods, and graphing calculators to assess student learning.

Saint James stands out as a Catholic school with an extensive resource center staffed by full-time special education teachers. A critical component of their work involves providing the most effective assessment environment for special needs students. They work closely with classroom teachers to develop unique lessons and testing components in addition to alternative testing procedures tailored to differentiated learning styles and diagnosed learning disabilities.

Assessment plays a large role in parent/student communication at Saint James. Progress reports are distributed a month into each quarter and as needed for each class. Additionally, teachers correspond weekly with parents through email, the school website (where documents, assignments, resource links, and class newsletters are posted), and phone calls to provide information on topics being covered, resources available, upcoming due dates, events, and ways to aid and encourage students with assignments and exam preparation. Objectives are continually reinforced and quick and detailed assessment data make them attainable for all students.

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

The faculty of Saint James Catholic School enjoys many opportunities to share lessons learned with other education professionals. Most commonly the teachers and administration work with surrounding schools in the Diocese of Arlington. Regularly scheduled meetings for curriculum coordinators in the diocesan schools allow the sharing of ideas on a continual basis. Saint James has been able to participate in workshops designed to improve both curriculum and pedagogy. Most recently, the school participated in a Title II

funded workshop on meeting the needs of diverse learners. This workshop series includes an interactive presentation followed by a “best practices” sharing session. In addition, the diocese regularly offers subject and grade specific meetings for professional development.

The principal meets regularly with both local principals and principals from the diocese as a whole. These meetings include a sharing of successful strategies as well as timely curriculum updates and methods used to enhance the educational processes in the many schools of the Arlington Diocese.

The technology program at Saint James School allows time for the teachers to integrate the use of technology tools in the classroom, such as ActivBoard , social media, and BrainPop, and to share their effectiveness within the educational setting.

The Saint James School Extended Day Program provides before and after school care to the students. The counselors from this program attend meetings with other day care providers. The meetings include a sharing of ideas and practices that have provided quality time for the after-school students.

Finally, Saint James works closely with the education department of Marymount University in Arlington, Virginia. Student teachers and prospective teachers have been and currently are present in the school observing and honing their skills. These student teachers become a valued part of the faculty and add much to the learning environment of the school as they learn from dedicated teachers at Saint James.

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

Saint James Catholic School places a strong emphasis on building relationships among school, parish, and local communities. These relationships enrich the learning environment inside and outside the classroom. The connections with Catholic Charities, the Arlington Diocese Missions, Parish Social Outreach, and other organizations allow students to be aware of and engage with the larger world community.

Saint James students participate in collections for parish and community outreach programs. Students collect hats, mittens, and scarves for the daycare at the local shelter, and toiletries for the homeless. Throughout the year, families contribute non-perishable food to be brought to local food banks. Students write letters to service men and women overseas and in return, have received United States flags that have flown on military bases all over the world, including Afghanistan and Iraq. Eighth grade students create a pumpkin diorama for their annual pumpkin patch. In order to raise money for the missions, each student gets to vote with coins for his or her favorite. Additional mission funds are gathered from monthly classroom collections and dress down days. The interaction with the missions provides learning opportunities to explore unfamiliar cultures.

Saint James National Junior Honor Society hosts monthly technology training sessions for seniors in the parish. Students help seniors with technology questions such as the use of Facebook, e-mail, Twitter and smartphones. Both the seniors and the students look forward to this interaction.

Saint James students compete in many contests throughout the diocese, state and the IHM community. These competitions include the Catholic Daughters of America essay and art contest, IHM math contest, diocesan spelling bee, National Geographic Geography Bee, diocesan Battle of the Books, and Science Olympiad.

Saint James School invites members of the community to share their expertise with the students. The Army Old Guard Fife & Drum Corps comes dressed in colonial garb to perform at Colonial Day. Other community members speak to students about dental health, drugs, cyber-bullying, and bicycle safety. The IHM novices give a presentation on vocations.

Saint James parents volunteer to coach sports teams, lead Scout programs, facilitate Science Olympiad teams as well as help in the classroom, lunchroom, library, and playground.

The principal keeps the school, parish, and local community informed about school activities through a weekly email newsletter, the school website, Facebook, and Twitter.

## **PART V – CURRICULUM AND INSTRUCTION**

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### **1. Curriculum:**

The Saint James Catholic School community is committed to educating the whole child within the Catholic faith tradition by promoting academic excellence and service. Imbued with the IHM Charism, where Jesus is the center and Mary is the model, the school strives to inspire, lead, and challenge students to fully develop their God-given abilities. Saint James School follows the curriculum guidelines established by the Arlington Diocese.

Religion is a core subject with daily instruction touching every area of the curriculum. Instruction includes the gospel message along with the truths basic to the faith. The goal of living the faith is evidenced through various social outreach projects such as collections of food, clothing, and toiletries for local shelters, creating prayer cards for the sick and homebound, and recognition of service members throughout the year.

The Reading and Language Arts programs build upon each other and prepare the students for proficiency in writing and communication skills. At the same time the programs seek to develop critical and analytical thinking abilities that will prepare them for the future.

Mathematics at Saint James follows a continuum that leads from basic number sense in the primary grades to understanding of the abstract concepts offered in the advanced classes of Algebra I and Geometry. Through the use of hands-on manipulatives, use of the ActivBoard, and technology, the students master the core curriculum of basic number sense, estimation and computation, measurement, geometry, and data and statistics that enhance critical thinking skills.

The Social Studies curriculum, encompassing communities, map skills, government, and American and world history, is enhanced by close proximity to the nation's capitol with all its available historical resources. Teachers bring history to life by inviting community experts, veterans, elected officials, and historical re-enactors into their classrooms. Faculty hosts events particular to their curriculum including Colonial Day, International Day, Medieval Man, Greek Festival, and Cinco de Mayo. The students take field trips to places such as Mount Vernon, Gettysburg, Ford's Theater, World War II Memorial, Holocaust Museum, United States Capitol, and a local Civil War era farmhouse.

The Science program features exciting and challenging hands-on experiments using LabLearner. Kindergarten through eighth grade students visit the science lab weekly to explore topics ranging from electricity to genetics. Students learn to make predictions, form hypotheses, and draw conclusions through the various investigations.

Saint James School is in compliance with CAPE's foreign language requirements. Spanish instruction includes all students, kindergarten through eighth grade, culminating in the completion of high school Spanish I. Over eighty percent of students are eligible to take Spanish II as freshmen, allowing them to increase their proficiency in a foreign language throughout their high school years. Spanish language, literature, and culture are explored in-depth at all grade levels.

All students are taught technology beginning with the most basic skills in kindergarten and building on those skills to reach a high level of proficiency by eighth grade. Students are adept in Google apps, internet research and citation, and Microsoft Office Suite as evidenced in cross-curricular opportunities including the creation of a travel brochure, resumes and presentations, presentation boards, and web hunts. Saint James is in the process of rolling out an iPad initiative in order to more fully integrate technology into the classroom.

The goal of the Physical Education curriculum is to produce healthy and active citizens. The students are assessed according to Presidential Physical Fitness Award benchmarks. In the fifth and seventh grades, students participate in the Fairfax County "Take Charge" program to prevent illegal drug and tobacco use. The eighth grade spends a day at Innerquest, a team building course in Great Falls, Virginia.

The Art curriculum, utilizing a varied and multi-layered approach, enables students to have hands-on experience in the creative process. Art teachers offer classes that showcase cross-curricular activities throughout the school.

The goal of the Music curriculum is to infuse an appreciation of musical genres from Bach to rock. Students receive instruction in multiple musical instruments and are invited to join the school and parish choirs. Fourth through eighth grade students have the opportunity to participate in band and perform at Christmas and spring concerts. Advanced band and choir members also compete at a regional music competition in the spring.

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

2a) The Reading program at Saint James Catholic School strives to instill a love of reading that will accompany each student throughout a lifetime. Beginning in kindergarten, Macmillan/McGraw-Hill's Treasures, provides a strong introduction to letter identification and letter sounds, the building blocks upon which formal reading instruction is based. Pearson's Reading Street, which provides instruction in reading, phonics, vocabulary and social studies topics, is utilized in grades one through six. The middle school uses Prentice Hall Literature as the basis for discovering various writing styles and genres. The selection of these texts was based on the strong foundation they provide in reading, writing, language, and speaking upon which to build in subsequent years.

Additional resources are used to supplement the reading program, including phonics and vocabulary books, Scholastic News Magazine, and novels which expose students to various styles and genres of literature. Mystery readers are invited into the lower grade classrooms on a weekly basis.

The library boasts over 17,000 print and ebook titles that appeal to all levels of readers. During their weekly classes, the librarian instructs students on everything from basic library organization to research and citation techniques. A variety of writing styles are shared with students to increase their exposure to and love of reading. Many students participate in the Battle of Books, an after-school literature competition promoted by the diocese. The library is a vital part of the school and often is open for after school use by both students and parishioners.

For those students who need additional assistance, the resource program is unsurpassed. Working in small groups with certified special education teachers, struggling readers gain the skills and confidence needed to be successful in the classroom. Phonics, word sorts, and writing play a major role in the resource classroom, allowing students to return to their regular education classrooms prepared to meet the challenges of the day. Teachers work together to provide an atmosphere that enriches the reading experience across the curriculum in the content areas of religion, math, science, and social studies for all students.

## **3. Mathematics:**

The Saint James Catholic School math curriculum fosters a strong foundation in numerical concepts and skills with a consistent emphasis on number sense and application. Using multiple assessment techniques and differentiated resources, the school provides intervention, remediation, and enrichment to all students as they progress from elementary to middle school.

The Sadlier Progress in Mathematics series is the school's primary curriculum. The structure and content of the publisher's materials foster spiral learning, reflecting the educational philosophy of the IHM sisters. Furthermore, the program's alternative teaching models and virtual manipulatives supplement content strengths in problem-solving, conceptual understanding, and application of all operations and relations. McDougall Littell high school textbooks are used for Algebra I and Geometry, maintaining consistency with the local high schools' curriculum. The sixth grade is currently piloting Pearson's Digits 6, which utilizes online interactive software to present lessons and problems (including online homework submission and tutorials) that address reasoning, mental math, multiple representations, error analysis, and reflection.

Saint James obtained a grant for Reflex Math fact software and is already seeing a 15% fluency gain among users. Additionally, the school is piloting First In Math in fifth and sixth grade. Increased math operation

proficiency results and student/parent feedback will determine whether the program is purchased for the entire school community in upcoming years. In keeping with the IHM philosophy, “math maintenance” activities are incorporated into daily lessons to re-enforce skills across elementary and middle school grades. Manipulatives (Cuisenaire rods, algebra tiles, personal white boards) and interactive media are used to deepen learning and reach visual, audio, and kinesthetic learners.

Individual classroom teachers instruct math from kindergarten to grade four. To enhance continuity and preparation for middle school, there is a dedicated math teacher for both fifth and sixth grade. In seventh grade, students are placed in seventh grade math, pre-algebra, or Algebra I; and in eighth grade, they enroll in pre-algebra, Algebra I, or Geometry. By high school, many students have already received high school math credits and are able to advance to college level mathematics before graduating.

Saint James School’s strong concurrent focus on number sense and authentic critical thinking ensure mastery of grade level standards while promoting content depth and math self-concept. The curriculum weaves together textbook materials, interactive mediums, and real-world application to successfully meet the needs of all learners.

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

Saint James Catholic School, in an effort to enhance and better integrate science curriculum, adopted Cognitive Learning Systems’ LabLearner in the fall of 2012. In addition to providing a full lab of supplies and equipment for over 60 Core Experience Learning Labs, the program is 100% hands-on and research-driven, integrating curriculum from kindergarten through grade eight. To enhance continuity through middle school, one science teacher instructs all sixth, seventh, and eighth grade students. Teacher aides and parent volunteers are an integral part of lab activities to ensure maximum support during the cooperative learning process. Saint James has a fully equipped, stand-alone lab dedicated solely to weekly LabLearner activities.

Because the program is lab-based in all aspects, it requires a great deal of preparation by teachers in terms of gathering and presenting background material and readying the lab each week. This has yielded incredible learning results in terms of student engagement, deeper conceptual understanding, and content retention across grade levels. Students record and reflect on results through guided focus questions that enable them to draw conclusions and make connections. Opportunities in cross-curricular planning abound as teachers integrate other subject topics. Examples include:

- Math skills: recording, graphing, and analyzing data as well as applying formulas and calculating results
- English skills: summarizing findings at the end of each laboratory investigation with a multi-paragraph response
- Religion concepts: discussions of religious truths compared to scientific truths as well as medical ethics (e.g., cloning)
- Social studies topics: discussion and projects regarding scientific advancements, providing historical perspective (e.g., the work of Rosalind Franklin and photo 21 which led to the model of DNA)

One of the greatest strengths of the LabLearner program is its emphasis on meta-cognitive skills. Saint James students do not just absorb content, but rather think about the process and reflect on their learning at every step of the scientific method. This is in keeping with the program’s information processing model and spiral curriculum that sets out to continually address critical scientific themes across elementary and middle school grades. The depth of material that each unit reaches and the emphasis placed on critical thinking, active instruction, and prior learning, in keeping with the educational philosophy of Saint James and the IHM sisters, make the science curriculum authentic and enriching for all students.

#### **5. Instructional Methods:**

In order to meet the needs of all students, Saint James Catholic School faculty employs a variety of educational methods to reach students at all levels and to address their different learning modalities. Lessons are presented using both whole and small group instruction, incorporating hands-on learning utilizing

manipulatives and the interactive ActivBoards located in each classroom. The LabLearner science program in grades kindergarten through eight provides opportunities for hands-on learning in weekly labs. The primary and elementary grades benefit from individual instruction provided by instructional aides.

In the 21st century, technology plays an important role in student success. Every classroom is equipped with an audio enhancement system which benefits all students, especially those with hearing issues and Attention Deficit Disorder. A school-wide subscription to BrainPop allows students access to instructional videos in many subject areas both at school and at home. In 2014, the school will roll out its iPad initiative, further integrating technology into the classroom. ActivBoards were installed in 2007, and extensive faculty training has ensured full utilization of its features.

To aid teachers in meeting the needs of all learners, faculty members attended a two-day workshop entitled Meeting the Needs of Diverse Learners. Additionally, presentations have been made to the faculty by the resource department and the special education department of the Falls Church City Public Schools to ensure that teachers are aware of the latest trends and teaching techniques to be incorporated into the classroom.

The resource department, in conjunction with the teachers, is responsible for evaluating the current level of students, identifying weaknesses, and determining accommodations and modifications needed for student success. Through the use of Student Assistance Teams, strategies are suggested, practiced in the classroom, and incorporated into a Student Assistance Plan. Struggling students in grades kindergarten through five benefit from small group and individualized instruction in the daily pull-out for reading instruction. The resource department monitors its “graduates” through eighth grade providing as-needed assistance. Study skills are an integral part of middle school curriculum, preparing graduates for high school.

## **6. Professional Development:**

Saint James Catholic School has an expectation that all teachers remain up-to-date in their specialization and engage in professional development. The administration recognizes that ongoing education for teachers results in improved learning and achievement for students. To underscore Saint James School’s commitment to continuing education, forty-seven percent of the Saint James faculty has advanced degrees. To facilitate life-long learning, Saint James offers tuition reimbursement for graduate courses, in-house professional development, and access to educational conferences. The principal disseminates information relating to opportunities for upcoming seminars, workshops, and courses available in the area and online.

Saint James School regularly offers continuing education seminars such as: Educating Children with Autism, the Sacramentality of Catholic Educators, Bullying Prevention, the Spirit of an IHM School, Differentiated Learning, LabLearner training, and math and reading instruction. Teachers also have access to resources in the library including Tools for Teaching books and DVDs by Fred Jones, First Days of School books and videos by Harry Wong, professional books, and other educational DVDs and videos. All teachers are given individual training for ActivBoards and electronic grade books. Monthly webinars are offered through edweb.net’s Tech Tools for the Classroom in areas such as flipping the classroom, YouTube video editing, and Livebinders.

The Arlington Diocese requires continuing education and offers seminars and workshops in areas such as technology, differentiated learning, and best practices. Saint James Parish and PTO show their commitment to professional development by sponsoring teachers to attend such events as the NCEA convention, the Mid-Atlantic Schools technology conference, and the Fred Jones summer workshop.

For the 2013-14 school year, Saint James is initiating an iPad program for both teachers and students. The initial investment will include an iPad for each teacher and a 30 iPad cart for student use, with the intention of purchasing more carts in the following school year. In order to integrate iPads with current technology, Saint James is purchasing an Apple-TV for each classroom to be used with the ActivBoard . All teachers will receive two days of training on how to use the equipment and implement it in the classroom.

## 7. School Leadership

Saint James Catholic School was established under the educational leadership of the Sisters, Servants of the Immaculate Heart of Mary since 1923. Although new to the school this year, the current principal has had years of regular connection to Saint James through her congregational ministry serving as a Regional Superior and enjoys a clear understanding of the charism, history, and goals of the school.

The pastor and principal of Saint James Parish and School work together to provide the organizational leadership of the school, following the guidelines of the Arlington Diocese Office of Catholic Schools. The pastor holds the executive and administrative leadership roles in both the parish and the school. It is under his leadership that the school strives to meet its spiritual, academic, and fiscal goals. The principal is responsible for the educational leadership within the school. As such, the principal provides supervisory and administrative direction to the members of the school community. The faculty is encouraged to develop leadership skills to provide an educational environment that inspires the academic, spiritual, social, and physical well being of each child. Weekly and monthly meetings provide time for prayer, social gatherings, and professional development for all members of the faculty and staff.

The PTO works closely with the school leadership to provide opportunities for teacher development and student enrichment. The PTO meets regularly with the principal to assess needs and prioritize projects in order to collaborate fully in meeting fiscal and social responsibilities.

\ Student leadership is a high priority at Saint James School. Student Government, National Junior Honor Society, and the Student Ambassador Program invite and encourage the students to identify and share their leadership abilities through outreach projects, tutoring, and providing tours to prospective students and their families. Safety Patrols and Prayer Partners encourage leadership growth through the good example of older students for the younger ones. The kindergarten through grade eight educational model at Saint James School provides many opportunities for the students to reach full leadership potential.



## PART VI - NON-PUBLIC SCHOOL INFORMATION

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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     | \$5438 |
| 1     | \$5438 |
| 2     | \$5438 |
| 3     | \$5438 |
| 4     | \$5438 |
| 5     | \$5438 |
| 6     | \$5438 |
| 7     | \$5438 |
| 8     | \$5438 |
| 9     | \$0    |
| 10    | \$0    |
| 11    | \$0    |
| 12    | \$0    |

4. What is the educational cost per student?      \$6601  
(School budget divided by enrollment)
5. What is the average financial aid per student?      \$203
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?      16%

## PART VII - ASSESSMENT RESULTS

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### REFERENCED BY NATIONAL NORMS

|  |  |
|--|--|
| <b>Subject:</b> <u>Math</u>              | <b>Test:</b> <u>Terra Nova</u>                         |
| <b>Grade:</b> <u>3</u>                   | <b>Edition/Publication Year:</b> <u>2013</u>           |
| <b>Publisher:</b> <u>CTB/McGraw Hill</u> | <b>Scores are reported here as:</b> <u>Percentiles</u> |

| School Year                                | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month                              | Apr       | Apr       | Apr       | Apr       | Apr       |
| <b>SCHOOL SCORES</b>                       |           |           |           |           |           |
| Average Score                              | 83        | 82        | 78        | 81        | 74        |
| Number of students tested                  | 61        | 71        | 58        | 69        | 69        |
| Percent of total students tested           | 100       | 100       | 100       | 100       | 100       |
| Number of students alternatively assessed  |           |           |           |           |           |
| Percent of students alternatively assessed |           |           |           |           |           |
| <b>SUBGROUP SCORES</b>                     |           |           |           |           |           |
| <b>1. Other 1</b>                          |           |           |           |           |           |
| Average Score                              |           |           |           |           |           |
| Number of students tested                  |           |           |           |           |           |
| <b>2. Other 2</b>                          |           |           |           |           |           |
| Average Score                              |           |           |           |           |           |
| Number of students tested                  |           |           |           |           |           |
| <b>3. Other 3</b>                          |           |           |           |           |           |
| Average Score                              |           |           |           |           |           |
| Number of students tested                  |           |           |           |           |           |

**NOTES:** Terra Nova 2 was administered 2009-10  
Terra Nova 3 was administered 2011-13

**REFERENCED BY NATIONAL NORMS**

|  |  |
|--|--|
| <b>Subject:</b> <u>Math</u>              | <b>Test:</b> <u>Terra Nova</u>                         |
| <b>Grade:</b> <u>4</u>                   | <b>Edition/Publication Year:</b> <u>2013</u>           |
| <b>Publisher:</b> <u>CTB/McGraw Hill</u> | <b>Scores are reported here as:</b> <u>Percentiles</u> |

| School Year                                | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month                              | Apr       | Apr       | Apr       | Apr       | Apr       |
| <b>SCHOOL SCORES</b>                       |           |           |           |           |           |
| Average Score                              | 75        | 74        | 80        | 84        | 85        |
| Number of students tested                  | 69        | 58        | 69        | 67        | 63        |
| Percent of total students tested           | 100       | 100       | 100       | 100       | 100       |
| Number of students alternatively assessed  |           |           |           |           |           |
| Percent of students alternatively assessed |           |           |           |           |           |
| <b>SUBGROUP SCORES</b>                     |           |           |           |           |           |
| <b>1. Other 1</b>                          |           |           |           |           |           |
| Average Score                              |           |           |           |           |           |
| Number of students tested                  |           |           |           |           |           |
| <b>2. Other 2</b>                          |           |           |           |           |           |
| Average Score                              |           |           |           |           |           |
| Number of students tested                  |           |           |           |           |           |
| <b>3. Other 3</b>                          |           |           |           |           |           |
| Average Score                              |           |           |           |           |           |
| Number of students tested                  |           |           |           |           |           |

**NOTES:** Terra Nova 2 was administered 2009-10  
Terra Nova 3 was administered 2011-13

**REFERENCED BY NATIONAL NORMS**

|  |  |
|--|--|
| <b>Subject:</b> <u>Math</u>              | <b>Test:</b> <u>Terra Nova</u>                         |
| <b>Grade:</b> <u>5</u>                   | <b>Edition/Publication Year:</b> <u>2013</u>           |
| <b>Publisher:</b> <u>CTB/McGraw Hill</u> | <b>Scores are reported here as:</b> <u>Percentiles</u> |

| School Year                                | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month                              | Apr       | Apr       | Apr       | Apr       | Apr       |
| <b>SCHOOL SCORES</b>                       |           |           |           |           |           |
| Average Score                              | 70        | 79        | 74        | 82        | 76        |
| Number of students tested                  | 54        | 65        | 66        | 61        | 66        |
| Percent of total students tested           | 100       | 100       | 100       | 100       | 100       |
| Number of students alternatively assessed  |           |           |           |           |           |
| Percent of students alternatively assessed |           |           |           |           |           |
| <b>SUBGROUP SCORES</b>                     |           |           |           |           |           |
| <b>1. Other 1</b>                          |           |           |           |           |           |
| Average Score                              |           |           |           |           |           |
| Number of students tested                  |           |           |           |           |           |
| <b>2. Other 2</b>                          |           |           |           |           |           |
| Average Score                              |           |           |           |           |           |
| Number of students tested                  |           |           |           |           |           |
| <b>3. Other 3</b>                          |           |           |           |           |           |
| Average Score                              |           |           |           |           |           |
| Number of students tested                  |           |           |           |           |           |

**NOTES:** Terra Nova 2 was administered 2009-10  
Terra Nova 3 was administered 2011-13

**REFERENCED BY NATIONAL NORMS**

|  |  |
|--|--|
| <b>Subject:</b> <u>Math</u>              | <b>Test:</b> <u>Terra Nova</u>                         |
| <b>Grade:</b> <u>6</u>                   | <b>Edition/Publication Year:</b> <u>2013</u>           |
| <b>Publisher:</b> <u>CTB/McGraw Hill</u> | <b>Scores are reported here as:</b> <u>Percentiles</u> |

| School Year                                | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month                              | Apr       | Apr       | Apr       | Apr       | Apr       |
| <b>SCHOOL SCORES</b>                       |           |           |           |           |           |
| Average Score                              | 79        | 79        | 86        | 75        | 85        |
| Number of students tested                  | 57        | 66        | 57        | 64        | 76        |
| Percent of total students tested           | 100       | 100       | 100       | 100       | 100       |
| Number of students alternatively assessed  |           |           |           |           |           |
| Percent of students alternatively assessed |           |           |           |           |           |
| <b>SUBGROUP SCORES</b>                     |           |           |           |           |           |
| <b>1. Other 1</b>                          |           |           |           |           |           |
| Average Score                              |           |           |           |           |           |
| Number of students tested                  |           |           |           |           |           |
| <b>2. Other 2</b>                          |           |           |           |           |           |
| Average Score                              |           |           |           |           |           |
| Number of students tested                  |           |           |           |           |           |
| <b>3. Other 3</b>                          |           |           |           |           |           |
| Average Score                              |           |           |           |           |           |
| Number of students tested                  |           |           |           |           |           |

**NOTES:** Terra Nova 2 was administered 2009-10  
Terra Nova 3 was administered 2011-13

**REFERENCED BY NATIONAL NORMS**

|  |  |
|--|--|
| <b>Subject:</b> <u>Math</u>              | <b>Test:</b> <u>Terra Nova</u>                         |
| <b>Grade:</b> <u>7</u>                   | <b>Edition/Publication Year:</b> <u>2013</u>           |
| <b>Publisher:</b> <u>CTB/McGraw Hill</u> | <b>Scores are reported here as:</b> <u>Percentiles</u> |

| School Year                                | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month                              | Apr       | Apr       | Apr       | Apr       | Apr       |
| <b>SCHOOL SCORES</b>                       |           |           |           |           |           |
| Average Score                              | 89        | 93        | 83        | 83        | 86        |
| Number of students tested                  | 51        | 40        | 54        | 65        | 51        |
| Percent of total students tested           | 100       | 100       | 100       | 100       | 100       |
| Number of students alternatively assessed  |           |           |           |           |           |
| Percent of students alternatively assessed |           |           |           |           |           |
| <b>SUBGROUP SCORES</b>                     |           |           |           |           |           |
| <b>1. Other 1</b>                          |           |           |           |           |           |
| Average Score                              |           |           |           |           |           |
| Number of students tested                  |           |           |           |           |           |
| <b>2. Other 2</b>                          |           |           |           |           |           |
| Average Score                              |           |           |           |           |           |
| Number of students tested                  |           |           |           |           |           |
| <b>3. Other 3</b>                          |           |           |           |           |           |
| Average Score                              |           |           |           |           |           |
| Number of students tested                  |           |           |           |           |           |

**NOTES:** Terra Nova 2 was administered 2009-10  
Terra Nova 3 was administered 2011-13

**REFERENCED BY NATIONAL NORMS**

|  |  |
|--|--|
| <b>Subject:</b> <u>Reading/ELA</u>       | <b>Test:</b> <u>Terra Nova</u>                         |
| <b>Grade:</b> <u>3</u>                   | <b>Edition/Publication Year:</b> <u>2013</u>           |
| <b>Publisher:</b> <u>CTB/McGraw Hill</u> | <b>Scores are reported here as:</b> <u>Percentiles</u> |

| School Year                                | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month                              | Apr       | Apr       | Apr       | Apr       | Apr       |
| <b>SCHOOL SCORES</b>                       |           |           |           |           |           |
| Average Score                              | 80        | 75        | 68        | 83        | 79        |
| Number of students tested                  | 61        | 71        | 58        | 69        | 69        |
| Percent of total students tested           | 100       | 100       | 100       | 100       | 100       |
| Number of students alternatively assessed  |           |           |           |           |           |
| Percent of students alternatively assessed |           |           |           |           |           |
| <b>SUBGROUP SCORES</b>                     |           |           |           |           |           |
| <b>1. Other 1</b>                          |           |           |           |           |           |
| Average Score                              |           |           |           |           |           |
| Number of students tested                  |           |           |           |           |           |
| <b>2. Other 2</b>                          |           |           |           |           |           |
| Average Score                              |           |           |           |           |           |
| Number of students tested                  |           |           |           |           |           |
| <b>3. Other 3</b>                          |           |           |           |           |           |
| Average Score                              |           |           |           |           |           |
| Number of students tested                  |           |           |           |           |           |

**NOTES:** Terra Nova 2 was administered 2009-10  
Terra Nova 3 was administered 2011-13

**REFERENCED BY NATIONAL NORMS**

|  |  |
|--|--|
| <b>Subject:</b> <u>Reading/ELA</u>       | <b>Test:</b> <u>Terra Nova</u>                         |
| <b>Grade:</b> <u>4</u>                   | <b>Edition/Publication Year:</b> <u>2013</u>           |
| <b>Publisher:</b> <u>CTB/McGraw Hill</u> | <b>Scores are reported here as:</b> <u>Percentiles</u> |

| School Year                                | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month                              | Apr       | Apr       | Apr       | Apr       | Apr       |
| <b>SCHOOL SCORES</b>                       |           |           |           |           |           |
| Average Score                              | 77        | 74        | 79        | 82        | 86        |
| Number of students tested                  | 69        | 58        | 69        | 67        | 63        |
| Percent of total students tested           | 100       | 100       | 100       | 100       | 100       |
| Number of students alternatively assessed  |           |           |           |           |           |
| Percent of students alternatively assessed |           |           |           |           |           |
| <b>SUBGROUP SCORES</b>                     |           |           |           |           |           |
| <b>1. Other 1</b>                          |           |           |           |           |           |
| Average Score                              |           |           |           |           |           |
| Number of students tested                  |           |           |           |           |           |
| <b>2. Other 2</b>                          |           |           |           |           |           |
| Average Score                              |           |           |           |           |           |
| Number of students tested                  |           |           |           |           |           |
| <b>3. Other 3</b>                          |           |           |           |           |           |
| Average Score                              |           |           |           |           |           |
| Number of students tested                  |           |           |           |           |           |

**NOTES:** Terra Nova 2 was administered 2009-10  
Terra Nova 3 was administered 2011-13



**REFERENCED BY NATIONAL NORMS**

|  |  |
|--|--|
| <b>Subject:</b> <u>Reading/ELA</u>       | <b>Test:</b> <u>Terra Nova</u>                         |
| <b>Grade:</b> <u>5</u>                   | <b>Edition/Publication Year:</b> <u>2013</u>           |
| <b>Publisher:</b> <u>CTB/McGraw Hill</u> | <b>Scores are reported here as:</b> <u>Percentiles</u> |

| School Year                                | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month                              | Apr       | Apr       | Apr       | Apr       | Apr       |
| <b>SCHOOL SCORES</b>                       |           |           |           |           |           |
| Average Score                              | 72        | 78        | 76        | 83        | 78        |
| Number of students tested                  | 54        | 65        | 66        | 61        | 66        |
| Percent of total students tested           | 100       | 100       | 100       | 100       | 100       |
| Number of students alternatively assessed  |           |           |           |           |           |
| Percent of students alternatively assessed |           |           |           |           |           |
| <b>SUBGROUP SCORES</b>                     |           |           |           |           |           |
| <b>1. Other 1</b>                          |           |           |           |           |           |
| Average Score                              |           |           |           |           |           |
| Number of students tested                  |           |           |           |           |           |
| <b>2. Other 2</b>                          |           |           |           |           |           |
| Average Score                              |           |           |           |           |           |
| Number of students tested                  |           |           |           |           |           |
| <b>3. Other 3</b>                          |           |           |           |           |           |
| Average Score                              |           |           |           |           |           |
| Number of students tested                  |           |           |           |           |           |

**NOTES:** Terra Nova 2 was administered 2009-10  
Terra Nova 3 was administered 2011-13

**REFERENCED BY NATIONAL NORMS**

|  |  |
|--|--|
| <b>Subject:</b> <u>Reading/ELA</u>       | <b>Test:</b> <u>Terra Nova</u>                         |
| <b>Grade:</b> <u>6</u>                   | <b>Edition/Publication Year:</b> <u>2013</u>           |
| <b>Publisher:</b> <u>CTB/McGraw Hill</u> | <b>Scores are reported here as:</b> <u>Percentiles</u> |

| School Year                                | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month                              | Apr       | Apr       | Apr       | Apr       | Apr       |
| <b>SCHOOL SCORES</b>                       |           |           |           |           |           |
| Average Score                              | 80        | 79        | 85        | 76        | 86        |
| Number of students tested                  | 57        | 66        | 57        | 64        | 76        |
| Percent of total students tested           | 100       | 100       | 100       | 100       | 100       |
| Number of students alternatively assessed  |           |           |           |           |           |
| Percent of students alternatively assessed |           |           |           |           |           |
| <b>SUBGROUP SCORES</b>                     |           |           |           |           |           |
| <b>1. Other 1</b>                          |           |           |           |           |           |
| Average Score                              |           |           |           |           |           |
| Number of students tested                  |           |           |           |           |           |
| <b>2. Other 2</b>                          |           |           |           |           |           |
| Average Score                              |           |           |           |           |           |
| Number of students tested                  |           |           |           |           |           |
| <b>3. Other 3</b>                          |           |           |           |           |           |
| Average Score                              |           |           |           |           |           |
| Number of students tested                  |           |           |           |           |           |

**NOTES:** Terra Nova 2 was administered 2009-10  
Terra Nova 3 was administered 2011-13

**REFERENCED BY NATIONAL NORMS**

|  |  |
|--|--|
| <b>Subject:</b> <u>Reading/ELA</u>       | <b>Test:</b> <u>Terra Nova</u>                         |
| <b>Grade:</b> <u>7</u>                   | <b>Edition/Publication Year:</b> <u>2013</u>           |
| <b>Publisher:</b> <u>CTB/McGraw Hill</u> | <b>Scores are reported here as:</b> <u>Percentiles</u> |

| School Year                                | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month                              | Apr       | Apr       | Apr       | Apr       | Apr       |
| <b>SCHOOL SCORES</b>                       |           |           |           |           |           |
| Average Score                              | 84        | 83        | 78        | 91        | 87        |
| Number of students tested                  | 51        | 40        | 54        | 65        | 51        |
| Percent of total students tested           | 100       | 100       | 100       | 100       | 100       |
| Number of students alternatively assessed  |           |           |           |           |           |
| Percent of students alternatively assessed |           |           |           |           |           |
| <b>SUBGROUP SCORES</b>                     |           |           |           |           |           |
| <b>1. Other 1</b>                          |           |           |           |           |           |
| Average Score                              |           |           |           |           |           |
| Number of students tested                  |           |           |           |           |           |
| <b>2. Other 2</b>                          |           |           |           |           |           |
| Average Score                              |           |           |           |           |           |
| Number of students tested                  |           |           |           |           |           |
| <b>3. Other 3</b>                          |           |           |           |           |           |
| Average Score                              |           |           |           |           |           |
| Number of students tested                  |           |           |           |           |           |

**NOTES:** Terra Nova 2 was administered 2009-10  
Terra Nova 3 was administered 2011-13