

U.S. Department of Education
2015 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 Mr. William J. Belluzzi

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

Official School Name Holy Cross Elementary School

(As it should appear in the official records)

School Mailing Address 40 Rumson Rd

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

City Rumson State NJ Zip Code+4 (9 digits total) 07760-1999

County Monmouth State School Code Number* 26 0802 38H

Telephone 732-842-0348 Fax 732-741-3134

Web site/URL http://www.holycrossschoolrumson.org E-mail wbelluzzi@holycrossrumson.org

Twitter Handle _____ Facebook Page _____ Google+ _____

Other Social Media Link PTA Web site:
http://www.holycrossrumsonpta.org/Hsn/index.cfm

YouTube/URL _____ Blog _____

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

Date _____

(Principal's Signature)

Name of Superintendent*Mrs. JoAnn Tier E-mail: jtier@dioceseoftrenton.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name _____ Tel. _____

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. Jacqueline Whitelaw
(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 2014-2015 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. 3 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	31	46	77
K	26	21	47
1	17	12	29
2	16	15	31
3	16	15	31
4	24	19	43
5	21	19	40
6	16	29	45
7	22	15	37
8	25	12	37
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	214	203	417

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 1 % Asian
 - 0 % Black or African American
 - 0 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 98 % 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 2013 - 2014 year: 1%

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, 2013 until the end of the school year	3
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the 2013-2014 school year	0
(3) Total of all transferred students [sum of rows (1) and (2)]	3
(4) Total number of students in the school as of October 1	414
(5) Total transferred students in row (3) divided by total students in row (4)	0.007
(6) Amount in row (5) multiplied by 100	1

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: 0 %
 Total number students who qualify: 0

9. Students receiving special education services: 9 %
29 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>8</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>10</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>11</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	2
Classroom teachers	23
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	7
Paraprofessionals	10
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	4

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	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	99%	98%	97%	97%	98%
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 2014

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

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

15. Please summarize your school mission in 25 words or less: Holy Cross is dedicated to educating our students in a God and faith centered environment. With Christ's teachings as our guide, we celebrate and value the dignity of each individual by nurturing our students spiritually, intellectually, physically, and emotionally.

PART III – SUMMARY

Holy Cross School (HC) is a place where every child's light can shine. A well-rounded, faith-based, educational program ensures opportunities for children from Pre-K to Grade 8, to achieve in academics, athletics, community service, the arts, and in everyday acts of faith and character. As a child in Grade 1 said, "I shine with my heart." The school is part of a Catholic community that has always stressed the importance and value of education. A tradition of academic achievement can be traced to a one-room school house on the historic grounds of Holy Cross Parish in 1894. A new school opened in 1941 on the same suburban campus and has continued to grow in capacity, services, and excellence over the years. Today's building was erected in 1953, enlarged in 1962, and expanded most recently in 2006 to include a media center, library, science lab and classrooms, as well as a gymnasium which serves as a gymnasium, cafeteria and auditorium. Holy Cross draws students from 20 towns in Monmouth County, New Jersey. As a result of financial contributions by the Holy Cross parish, 80% of the school families pay less than the full cost of their child's education. An evidenced-based curriculum is supported by technology and enriched by cultural, creative and academic activities offered during the school day, after school and in the summer. Implemented by certified, caring teachers under dynamic, forward-thinking leadership, the academic program is expanded by community service opportunities in which the integration of Catholic values creates a solid foundation for learning and personal growth.

The approach to teaching and student engagement uses Marzano's Higher-Yield Instructional Strategies to foster the development of critical thinking skills through both collaborative and self-directed learning. The academic program challenges academically gifted students through advanced courses in math and differentiated instruction in other academic areas as well as through extracurricular activities such as regional and state math competitions, science enrichment, the Great Books Club, and Video Game Production. Faculty specialists and aides assist children who need special education or remedial services. Students and teachers use and apply various forms of technology such as tablet computers, Smart Boards, and document cameras to make learning more interactive and suited for today's youth. Children also develop their character and gain a sense of social awareness and responsibility through religion classes, Life Skills classes, and by participating in a multitude of service projects to feed the hungry, help the sick, provide books for poor children and otherwise assist those who are disadvantaged. As one student wrote, "I want to become someone who is fair and shares with people in need." Physical education, Spanish language, library/media, art and music instruction begin in preschool. Older children can participate in a variety of interscholastic sports such as track, soccer, basketball, cheerleading and tennis. Sports camps are offered during the summer. Students may pursue their interests in the arts as well. For example, Drama Club, which produces an annual show, is an outlet for aspiring actors, dancers and singers. A variety of art enrichment classes are offered to suit different student interests. Parent surveys consistently rank "a family atmosphere" as one of the most unique and important features of the school. This collegial culture is fostered by the principal, an instructional leader who welcomes fresh ideas, encourages open communication and models respect, kindness and honesty to students, faculty and parents alike. Teachers work as a team to ensure students receive the knowledge, skills and encouragement they need to prepare them for higher education and adult life. In addition to the dedication of the principal and the pastor, Holy Cross benefits from stakeholders who are committed to the school's continued growth and development. The three key constituencies are: parents, represented by the Parent Teacher Association (PTA); Holy Cross Parish and the School Board (BDR). A vibrant PTA helps build a sense of community among parents and raises funds to enhance school facilities and programs. For example, the PTA sponsors assemblies for students that broaden their understanding of art, music, other cultures and diverse populations. It also provides scholarships for students with financial need. Unwavering in its commitment to faith-based education, Holy Cross Parish underwrites a portion of the tuition for all families. The pastor encourages parish-school activities, such as an annual picnic, and personally meets with students in small discussion groups to promote their understanding and practice of religious traditions. The support and bond between the school and parish is best represented by the window gifted by the HC children in the newly renovated church. The BDR consists of parents, the PTA President, the pastor, the principal and other members of the community at large. Various faculty and staff members attend board meetings. The BDR works with the administration

to formulate and monitor a strategic plan to ensure the financial stability and educational quality of the school.

The school is accredited by AdvancED which works with all schools in the Diocese of Trenton. There are over 32,000 schools and systems throughout the world that are presently part of this process. HC is presently engaged in an in-depth self study of the many aspects of the school, including mission, Catholic identity, curriculum, instruction, support programs, finance and governance.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Reading/ English Language Arts: The Language Arts program at HC is committed to students becoming active readers and writers. Students analyze short stories and novels, identify parts of speech, parts of sentences, and types of sentences, and utilize standard forms of grammar, usage, and mechanics. Reading is encouraged through guided reading, a literature series, novels read as a class, Accelerated Reader for independent reading, and sustained silent reading periods. Throughout all grade levels the writing process is emphasized and developed through the use of technology. Students in Kindergarten through Grade 4 utilize the Daily Five. In whole group lessons students study the same literature selections with specific reading strategies for each lesson. These strategies are reinforced with independent and cooperative lessons. Guided, leveled reading is provided in small groups where comprehension, story elements, and reading strategies are further reinforced. Centers for differentiated instruction are also provided. In writing workshops students brainstorm topics and supporting details, write independently, and then focus on revising before publishing. Phonics and grammar are integrated throughout the program. In Grades 5-8, students are encouraged to use these skills in all disciplines. Writing lab reports and gospel reflections, researching in math for special projects, and analyzing primary sources for social studies require the basics of grammar, reading, and writing from the lower grades. Students learn to diagram compound and complex sentences containing verbals, defend a position in current events in an editorial, and present a research paper complete with documentation about a person from the 1950s. Throughout all grade levels, the use of reference materials, books, and internet is promoted. Vocabulary is not only developed within the content areas and with a vocabulary series, but is expected to be integrated in speaking and writing.

Mathematics: The mathematics program consists of a carefully planned and well executed curriculum. This program includes appropriate standards, solid instructional pedagogy, and assessment based on research and best practices. Tests, quizzes, and projects are just a few ways that student learning is assessed. Students who are identified as gifted are placed in an accelerated math program. Paced math is provided to those who need more individualized instruction. All instructors in the math program include technology in their lessons. Smart Boards and student tablets are utilized to enhance each lesson. Using the math core curriculum as a basis for instruction, all students are given unique attention depending on specific needs and learning styles. Use of assessments and technology allows teachers to create differentiated lessons so all students can learn optimally.

Science: The Science curriculum focuses on linking traditional Catholic teaching with modern scientific principles and theories in order for students to recognize that we are all part of a dynamic and interconnected system in the universe. The elementary students are introduced to the scientific process, hands on labs, web exploration, and field trips that are science focused. All middle school students take four years of expanded laboratory science: General Science 5, Earth Science 6, Life Science 7, and Physical Science 8. Each course covers the NJ Core Curriculum Standards of those subjects while integrating technology concepts with use of tablets and Smart Boards. Lecture, laboratory experiences and discovery learning activities are incorporated into each science course. Facilities include Biology, Chemistry and Multimedia laboratories. Evidence shows the curriculum is successful, for a large percentage of graduates are placed into honors and AP courses in high school. The middle school science program requires each student to participate in a competitive science fair where they are judged critically. Students create, design, apply and defend their experimental design to area science professionals. HC also works closely with the Stars Challenge of Monmouth University enrolling 25 students per year. This extracurricular organization's goal is to motivate high achieving science students to become innovators and involved in science and technology. The Science Club has won or placed second each time an entry was submitted into the Stars Challenge Competition.

Social Studies/History: All students at Holy Cross gain the knowledge and analytical skills to think about how the past influences people, cultures, and their environment throughout the world. Throughout the grade levels, teachers use a variety of techniques to acquire these foundational skills, including various forms of literacy, such as historical fiction, primary sources, political cartoons, and art work. All these help the students relate to the time period and the people being studied. Students who are performing below or above

average are able to reach their potential through differentiated instructional methods. Teachers assign various projects to students which meet their individual needs and align assessments based on their abilities.

Preschool: "God's biggest miracles are his little ones." Holy Cross Preschool philosophy is centered on teaching the individual child as he or she is developmentally ready. The curriculum includes age-appropriate faith formation, hands-on learning through thematic units, and reading readiness with an emphasis on the growth and development appropriate for this age group. Children learn kindness, self-discipline, responsibility, and develop positive self-esteem and respect for others. The program strives to help every child feel safe- physically, intellectually, emotionally, and socially.

2. Other Curriculum Areas:

Arts: The Visual Arts program offers an outlet for students to artistically express unique personalities while learning the skills and techniques to produce aesthetically pleasing works of art. Students try all different types of media used by the masters of the past and present. All students attend once a week and engage in age-appropriate lessons designed to challenge them while keeping their interest. The Smart Board is used daily to provide visual references for art projects, new artists and art history.

Music: Students gain an appreciation for various musical genres, music history, American music, and basic music theory skills. They receive instruction with instruments such as tambourines, triangles, bongos, woodblocks, maracas, and glockenspiels. Movement and dance are integrated into the program. Great musicals are presented to all grades with an emphasis on their musical contributions to our culture and history, life lessons, character education, and anti-bullying themes. Students perform in the school chorus, Grandparents' Day show, Christmas program and commencement ceremonies. All students are encouraged to participate in singing and/or playing small percussion instruments during music classes, school masses and prayer services. Classes meet once per week.

Physical Education: Offered once a week from Pre-K to Grade 6, and three times per week in Grades 7 and 8, classes are designed to foster in children a love of physical activity and play. There is an emphasis on developing coordination, motor skills and control, and providing the students with skill development and team play opportunities. The program strives for each participant to belong to a group in which everyone is accepted and works together for a common goal. Students develop a sense of fair play and cooperation in an enjoyable manner that reinforces the concept of "a healthy mind in a healthy body."

Life Skills/Health: The goal of this weekly class is to teach students essential adaptive, positive social and functional life skills that will enable them to manage themselves appropriately across a wide range of experiences in their everyday life. Themes include self-awareness, accountability, resiliency, decision making and conflict resolution with the goal of assisting students in social, civic, career and leisure activities throughout their lives. Traditional topics in health education, such as personal hygiene, sexuality, healthy lifestyles and other appropriate concepts are also stressed.

Foreign Language: Holy Cross is in compliance with the program's foreign language requirements. Spanish is offered to students from Pre-K through Grade 3 once a week. Grade 4 has Spanish twice a week. In Grade 5, students are exposed to French and Italian for one semester each. The younger students engage in lively, fun lessons learning songs, chants, and games, all in the target language enabling them to acquire basic speaking abilities at an early age. In Grade 4, reading and writing are introduced in addition to speaking and listening comprehension skills. To help promote diversity and acceptance, all students learn about the culture, customs and geography of the countries studied.

The Middle School World Language Program is closely based on a first year, high school-level of study. Students receive 40 minutes of instruction, three times per week. The goals are to prepare for the rigorous study of Spanish in high school, encourage a life-long pursuit of second language fluency and make real connections with other peoples and cultures by comparing and contrasting them with their own. The National Standards for Foreign Language Learning are recognized and reflected in the curriculum as listening, speaking, reading and writing skills are developed and demonstrated. Students sample authentic

music, literature and food while using technology extensively to bring the Spanish-speaking world into their classroom.

Technology: In Grades 1-4, Computer class is offered in the classroom once per week to develop specific skills that support learning, including keyboarding, word processing, and using digital tools to illustrate and communicate original ideas. Students work collaboratively to produce a digital presentation in a curriculum area such as Social Studies or Science. Instruction always centers around using technology safely. Students learn to communicate about technology using developmentally appropriate and accurate terminology. In Grades 5-8, instruction takes place weekly in the Library/Media Center. Grades 5 and 6 are provided individual laptops for use in school. In Grades 7 and 8, students purchase tablets to use in the building and at home. Instruction focuses on organizing, analyzing and evaluating information from a variety of sources and media. Citing sources, avoiding plagiarism, and working collaboratively on multimedia presentations are all skills that help students in all curriculum areas.

3. Instructional Methods and Interventions:

Holy Cross School prides itself on developing life-long learners by meeting the needs of all students and supporting their individual learning styles. In responding to the needs of all learners the school follows a framework of ongoing assessment, flexible groups, and respectful tasks. This is evident in the varied instructional approaches, interventions and assessments imbedded in every classroom ensuring high levels of student learning and achievement.

Teachers gather information about their students' readiness, interests, and learning styles through formative and summative tools. Observation, questioning, running records, exit slips, graphic organizers, individual white boards, and "Think, Pair, Share" are a few of the many methods teachers use to provide feedback to students and adjust lessons to meet specific needs. Unit assessments, periodic benchmarks such as Star Reading Diagnostic Reports and yearly standardized testing are used to monitor student progress and guide teachers in making decisions about future instruction. Students who fall below benchmarks are monitored and provided with additional support. Accommodations and modifications are put into place accordingly. Remedial reading and math interventions are readily available. Advanced math programs are in place to challenge students.

Holy Cross teachers use a combination of whole group, small group, and individualized instruction. Whole group is provided on a daily basis to introduce material and set goals. Small group instruction allows for differentiated and flexible grouping. Classrooms incorporate learning centers, cooperative groups, paired and independent activities. Primary grade teachers utilize the Daily 5 structure which allows for meaningful choices of reading, writing, word work, and listening to reading while small group guided reading instruction takes place. Middle school students participate in literature circles and jigsaw cooperative learning lessons to increase student participation. Tasks that are relevant, purposeful, and interesting may include individual task cards, centers, and varied homework.

The use of technology in every classroom provides teachers with the tools to accommodate varied learning styles. Visual, auditory, and kinesthetic/tactile learners benefit from the use of Smart Boards and document cameras. They provide an engaging learning environment in which all students are involved in lessons with the ability to annotate or manipulate materials giving a deeper level of interaction with lesson content. An audio enhancement system in each classroom positively impacts learning by capturing student attention while supporting auditory learners. In Grades K-4, all students have access to computers for whole class, small group, and individual instruction or research via two mobile computer labs and classroom computer stations. In addition, middle grade students each have ownership of a computer tablet. This allows students to be actively engaged in their own learning. Students are able to electronically submit assignments, immediately access academic resources for independent research, as well as collaborate with peers using interactive learning media such as blogs. A state of the art media center aids in instruction as well. The school also utilizes online-interactive programs to target individual skills. Accelerated Reader and Spelling City are online tools incorporated into the classroom to motivate and monitor student reading and spelling efforts, further encouraging individual achievements.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

Overall, student performance is well above average in both reading and mathematics, with many grades far exceeding the minimum to qualify for the top 15th percentile of scores nationally. As part of the school analysis, but not part of the required documentation, averages for grades, cohorts and the entire school have been calculated to assist in identifying strengths and weaknesses.

The average reading score for all grades for the five years reported is at the 81st percentile; in mathematics, it is at the 82nd percentile. Of particular note is that, even with fluctuations of cohorts over the years, graduating students in Grade 8 consistently score very well in both areas. With the exception of the class of 2012 - 2013, Grade 8 cohort scores were between the 83rd and the 84th percentile in reading, and between the 84th and 86th percentiles in mathematics. Looking at other grades, reading scores are uniformly strong, most likely due to at least 80 minutes of Language Arts instruction in Grades 5 - 8, and approximately 100 minutes in Grades K-4. Mathematics scores have shown some dips, specifically in Grades 3, 4 and 5. Grade 5 scores have consistently been at the lower end and were the impetus for a change in the delivery of instruction in the present school year. On the other hand, mathematics scores in Grades 7 and 8 have averaged in the 86th and 85th percentiles, respectively. In those grades, instructional groups are on the small side and delivered by seasoned teachers who specialize in the subject.

The school average for the assessments in 2012 - 2013 was the lowest of the five years. Superstorm Sandy took a strong toll on the school community in October of 2012, with several families losing their homes and/or businesses. School was closed for ten days in the first trimester. While most of these days were eventually made up, the impact on instruction and on the spirit of the community was palpable.

These trends have provided both a challenge and an opportunity to closely examine the delivery of instruction, especially within specific grades. Knowing that Grade 8 students generally finish well in both areas is quite reassuring and provides a key in the delivery of instruction for the earlier grades.

2. Assessment for Instruction and Learning and Sharing Assessment Results:

The school's Strategic Plan indicated specific initiatives to address some of the concerns listed above. A new guided reading program in the primary grades was selected. Outside consultants conducted seminars to refine the program, and teachers in Grades 1 - 3 visited a high-achieving local school that has excelled in guided reading. Follow-up discussion and activities were provided by the Supervisor of Curriculum and Instruction. Beginning in Grades 4 and 5, mathematics instruction has been re-designed in a departmental fashion allowing for more consistency by teachers who are specifically certified in mathematics or have a strong background in that area. Additionally, Classroom Connections, a set of materials provided by the Terra Nova publishers, has been purchased as a supplementary resource for all grades.

Teachers analyze both individual and class scores. Instruction in the language arts is typically differentiated both in content, process and product. In the case of mathematics, where both paced (remedial) and advanced instruction are available, decisions are based on assessment results as well as several other indicators. Supplemental instruction is available for struggling students through the local district. This past year, the school hired three retired teachers on a part-time basis to assist with that process by providing more regular opportunities for in-class support for all students.

Parents are apprised of their children's results through the report furnished by the testing company. Summary results are reported for the school and an overall analysis is provided each June. Additional data about assessments appear in the regular weekly communication by the principal, as appropriate. Grade level tests and a wide variety of other student work are routinely used to assess progress throughout the school year and shared with parents through folders that are sent home at specific intervals, depending on the grade level. There is a scheduled time for parent conferences at the end of the first trimester, however, parents and teachers routinely meet throughout the school year. Overall, assessment results indicate a healthy and

vibrant academic learning community that is respected among the high schools in the area, all of which are very competitive. While these results are generally quite encouraging, the Board, administration and faculty continually use them as a means to closely examine and improve classroom instruction.

Part VI School Support

1. School Climate/Culture

HC provides students with a solid understanding of the Catholic faith and gives them the opportunity to express that faith in appropriate ways. The students are supported and grow socially and emotionally through religion, life skills classes, and service projects that are intended to build positive character. The Principal fosters this culture as an instructional leader and a natural problem solver who models kindness, honesty and respect to all of the staff and the students and encourages a caring open-door policy to the school community.

The Principal and staff are committed to engaging the students in rigorous academics, encouraging critical thinking and perseverance in their studies. A school-wide staff best practices study has led to implement Marzano's Higher-Yield Instructional Strategies to improve student achievement across all content areas and grades. Students are encouraged to engage in higher thinking skills, and participate intrinsically in their own learning. To motivate students, success is celebrated in receiving the Honor Roll award and the recognition of Grade 8 scholarship award winners. In order to provide proper resources in this technological age tablets, laptops and Smart Boards are utilized to enhance instruction.

To build engagement, students are enabled to work autonomously while fostering a positive interaction between student and teacher, and collaborative learning with peers and the community. In order to ensure a rich educational experience, the goal is to engage students in an environment that encourages reflection, questioning, conjecturing, evaluating, and making connections. To enrich and challenge the students' learning environment, extra-curricular activities have been increased to include Great Books Club, Video Game Production Club, and Math Counts. Great Book participants are involved in shared inquiry discussions that improve critical thinking, reading comprehension, vocabulary and writing skills. Video Game Production nurtures the technological savvy with coding while fostering creativity. Math Counts challenges students with math talent to compete against other motivated students. Participation in local and diocesan contests such as the Stars Challenge science enrichment program hosted by Monmouth University and the Advanced Math Competition held at the Christian Brothers Academy, are encouraged.

The Principal ensures that the teachers feel supported and that their ideas are valued by providing tangible support. He is present in the hallway, the classrooms and greets everyone as they arrive. New instructional strategies and ideas are regularly offered and well-received. Staff members willingly provide assistance, and resources are shared openly with one another in a very collegial manner. Staff is recognized and shown appreciation on a weekly basis in the Staff Bulletin. Professional development and staff growth are encouraged, especially with the addition of the Supervisor of Curriculum and Instruction.

2. Engaging Families and Community

HC ensures student success and school improvement by integrating many different members of the school and surrounding community. HC focuses on strengthening the family and academic environment through service, social and civic activities. Service to others is a core value at HC and is demonstrated daily through acts of kindness and respect from the principal, staff and students. Characteristics that emphasize positive traits, such as courage, strength, wisdom, responsibility, hope, kindness and respect, are chosen weekly. This reinforcement of how to treat each other is the undercurrent of the school and exemplified by acts of service at home and in the community. The "Buddy Program" connects new and current students and families to help with the transition to a new school. Students in Grades 7 and 8 act as role models for their prayer buddies from Kindergarten and Grade 1. Through the Student Council, students are actively involved in many service projects throughout the year. Student Ambassadors exhibit the values, poise and dedication as leaders within HC and are shining representatives of the school in the community. In teaching by example, our dedicated and active PTA serves HC through fundraisers and activities which provide programs, materials and financial contributions to meet the needs of the school. Examples are Art Appreciation, assemblies and technology equipment which enhance each student's experience. To increase communication, parental involvement and promote school climate, the PTA holds open meetings, surveys

parents and hosts social activities. Support does not stop with parents. During the popular “Grandparent’s Day,” guests visit HC and see the accomplishments of the students. Over the past three years, grandparents have made substantial contributions to the technology fund. Another positive form of support comes in the athletic program. The school offers several sports at both the JV and Varsity levels providing opportunities for skill development, interscholastic competition, sportsmanship and school unity. HC is also very active within the local community. The PTA hosts an annual Turkey Trot with over 200 participants, 25-30 volunteers and various corporate sponsors from the community. Another strong community builder and outstanding example of interscholastic cooperation is the basketball game between HC and the local public school. It is sponsored by many local businesses and raises funds for sports programs at both schools. In addition, HC opens its campus to the community through academic and athletic summer camps.

The Catholic Youth Organization is open to older parish and school students to continue their enrichment of the Catholic faith through weekly meetings, service projects and retreats. HC participates with the parish in all local parades and volunteers for beach sweeps sponsored by the surrounding towns. In collaboration with the municipality, the school participates in the annual Breast Cancer awareness month by promoting student activities and supporting related local charities. The neighboring town of Sea Bright has regularly used the school at no cost to host a variety of town meetings.

The principal is part of the Municipal Alliance that works together to resolve issues facing students and families. This year, the school has applied to participate in the "Safe Routes to School" program promoting exercise in a healthy and safe manner. HC is the beneficiary of several community scholarships, including The Knights of Columbus, the J. Dooley Memorial Foundation and Betty’s Gift. The school is also involved in various consortia with local colleges such as Brookdale College's Education Network, in addition to supporting student teachers from both Georgian Court and Monmouth University. The school participates in the Stars program from Monmouth University.

3. Professional Development

The professional development approach is a continuous process designed to improve teaching and learning with the ultimate goal of enhancing student achievement. Teachers are supported as lifelong learners and reflective practitioners who facilitate student achievement. The goal at HC is for teachers to experience high quality, and relevant professional learning experiences.

HC staff participates in both individualized and collaborative activities such as learning networks, school-wide educational literature studies, and individual workshops to develop, support and energize the skills of the teachers. The Brookdale Education Networks and Bureau of Education & Research (BER) provide essential skill building and immediate hands-on teaching tools in this constantly changing environment. Presently there is a school-wide ongoing study focused on the research and findings of Robert Marzano’s nine instructional strategies to improve student learning and achievement across all grade levels and subject areas. The study focuses on classroom examples of model instructional practice and how to immediately apply them in the classroom. This collaborative study allows the staff to share their knowledge and skill as they reflect and support each other to improve student learning.

All staff, Pre-K through middle school work with a special education specialist who addresses issues concerning behaviors, disorders and social skills. Teachers in Grades 4 - 8 have been trained in the Socratic Method that fosters critical thinking skills by engaging students in a deep understanding of a text through questioning its meaning and intentions. Teachers in Grades 1-3 participate in online seminars on The Daily 5, a framework for structuring literacy time to develop lifelong habits of reading, writing, and working independently. Technology staff development is ongoing. The staff utilizes Genesis, a web-based student record data for attendance, grading and printing reports. This program allows a greater home-school connection as students and parents have access to grades at all times. In addition, the staff utilizes webpages to post homework and class reminders.

The administration conducts formal and informal evaluations to continuously assess the quality of teaching and learning. Student work is submitted to the administration on a monthly basis to share assessments, creative projects and celebrate excellent student work.

The school learning philosophy is multifaceted as it encourages and sustains an environment for lifelong learners. By compelling both students and staff to participate in learning activities inspiring the love of learning and encouraging self-directive and reflective learning, an environment is created that is complete in both educational depth and breadth.

4. School Leadership

The HC administrative team includes the Pastor, the Principal and the Supervisor of Curriculum and Instruction who maintain a common vision that focuses on teaching and learning. This vision is communicated regularly via the school website, the Pastor's blog, and a weekly electronic communication system. The additional stakeholders that are an essential component of the school community include the BDR, PTA, parish, the local public school district, and non-profit organizations. HC is known as a close community in which the alumni return to teach, volunteer or have their children attend.

The Pastor is the spiritual leader who meets with teachers, students and parents. As a teacher and counselor to the students, he aids students in strengthening their faith and personal well being. He is instrumental in the overall operation of the school and provides valuable guidance in its mission and vision, always making certain to be faithful to Catholic teachings and traditions which are essential to the purpose of the school. The Pastor also serves as the principal celebrant of the many liturgical experiences throughout the school year.

The Principal is a true instructional leader who is not only responsible for the ongoing growth and direction of the school but has developed a welcome and rich school culture. His constant, visible presence demonstrates how he values and fosters the relationships with staff, students and the families on a daily basis. He is a dynamic communicator who is fair and decisive, showing kindness to all stakeholders, yet acting assertively in making the best decisions for the school community. He is both a mentor and model to all of the students, demonstrating that teaching and learning are indeed at the center of this learning environment. His background has provided HC with an invaluable instructional resource that includes not only experience but information on current trends and best practices to ensure a rich learning environment.

The Supervisor of Curriculum and Instruction is responsible for assisting the principal and strengthening the academic advancement of the school. Her focus is on professional development, managing the curriculum, assessment, lesson plans and student achievement. Her knowledge of the local community is a valuable resource that has proven very helpful in collaborating with area schools. With excellent organizational and problem solving skills, she encourages all staff in a very positive manner.

The BDR is comprised of the pastor, principal, faculty, parents and other community stakeholders who are instrumental in formulating and monitoring a strategic plan to ensure the school's continued success. The Board meets on a regular basis and acts in an advisory capacity.

The PTA is an extremely active group that hosts a number of activities throughout the year to raise money, promote education and build community. This year, the PTA purchased tablets for Grade 5 and 6 and provided new equipment for the Media Center. The PTA provides scholarships to students to attend Holy Cross in addition to contributing to the operating budget.

HC actively participates in parish and community activities. The majority of the students are active parishioners at Holy Cross Church and are all involved in food, clothing and book drives, fundraising, volunteering and helping those in need. HC and parish students are united in the preparation and receipt of all sacraments. The parish family celebrates mass with the school on a regular basis. In addition, Rainbows is a collaborative program between school and parish that helps children in difficult life situations, and Stars for Jesus provides for disabled adults or children in our community.

HC works together with the local Rumson School District for our special services and on curricular advancements from the state of New Jersey. The principal participates in monthly meetings with local schools, as well as representatives of law enforcement. The goal of this Municipal Alliance is the focus on a healthy lifestyle and prevention of substance abuse.

The leadership team along with the faculty examines student assessment data to inform and improve classroom instruction. The stakeholders, curriculum, programs and activities are designed to meet the needs and capabilities of Holy Cross students and to foster each student's whole development -- spiritually, intellectually, personally, socially and physically.

PART VII - 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 2014-2015 tuition rates, by grade? (Do not include room, board, or fees.)

2014-2015 Tuition

Grade	Amount
K	\$6155
1	\$6155
2	\$6155
3	\$6155
4	\$6155
5	\$6155
6	\$6155
7	\$6155
8	\$6155
9	\$0
10	\$0
11	\$0
12	\$0

4. What is the educational cost per student? \$6762
(School budget divided by enrollment)
5. What is the average financial aid per student? \$211
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? 80%

PART VIII - ASSESSMENT RESULTS

REFERENCED BY NATIONAL NORMS

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

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	85	71	77	76	85
Number of students tested	36	39	40	36	37
Percent of total students tested	97.3	92.9	90.9	94.7	90.2
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Percentage will not be a 100%. Each year a small number of students (as listed below) were given the same assessment but with accommodations.

2010- 4 students; 9.8%

2011- 2 students; 5.3%

2012- 4 students; 9.1%

2013- 3 students; 7.1%

2014- 1 student; 2.7%

REFERENCED BY NATIONAL NORMS

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

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	80	75	83	79	86
Number of students tested	37	37	37	38	39
Percent of total students tested	90.2	88.1	100	97.4	92.9
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Percentage will not be a 100%. Each year a small number of students (as listed below) were given the same assessment but with accommodations.

- 2010- 3 students; 7.1%
- 2011- 1 student; 2.6%
- 2012- 0 students; 0%
- 2013- 5 students; 11.9%
- 2014- 4 students; 9.8%

REFERENCED BY NATIONAL NORMS

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

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	72	76	75	79	76
Number of students tested	37	34	37	43	37
Percent of total students tested	84.1	91.9	94.9	95.5	82.2
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Percentage will not be a 100%. Each year a small number of students (as listed below) were given the same assessment but with accommodations.

- 2010- 8 students; 17.8%
- 2011- 2 students; 4.5%
- 2012- 2 students; 5.1%
- 2013- 3 students; 8.1%
- 2014- 7 students; 15.9%

REFERENCED BY NATIONAL NORMS

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

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	84	79	83	79	85
Number of students tested	34	33	43	43	29
Percent of total students tested	91.9	91.7	97.7	91.5	82.9
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Percentage will not be a 100%. Each year a small number of students (as listed below) were given the same assessment but with accommodations.

- 2010- 6 students; 17.1%
- 2011- 4 students; 8.5%
- 2012- 1 student; 2.3%
- 2013- 3 students; 8.3%
- 2014- 3 students; 8.1%

REFERENCED BY NATIONAL NORMS

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

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	85	87	82	90	88
Number of students tested	31	41	42	31	36
Percent of total students tested	88.6	93.2	95.5	88.6	92.3
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Percentage will not be a 100%. Each year a small number of students (as listed below) were given the same assessment but with accommodations.

2010- 3 students; 7.7%

2011- 4 students; 11.4%

2012- 2 students; 4.5%

2013- 3 students; 6.8%

2014- 4 students; 11.4%

REFERENCED BY NATIONAL NORMS

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

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	88	80	84	89	86
Number of students tested	43	40	32	41	42
Percent of total students tested	93.5	90.9	100	97.6	89.4
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Percentage will not be a 100%. Each year a small number of students (as listed below) were given the same assessment but with accommodations.

- 2010- 5 students; 10.6%
- 2011- 1 student; 2.4%
- 2012- 0 students; 0.0%
- 2013- 4 students; 9.1%
- 2014- 3 students; 6.5%

REFERENCED BY NATIONAL NORMS

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

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Jan	Jan	Jan	Jan
SCHOOL SCORES					
Average Score	87	74	77	81	74
Number of students tested	36	39	40	36	37
Percent of total students tested	97.3	92.9	90.9	94.7	90.2
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Percentage will not be a 100%. Each year a small number of students (as listed below) were given the same assessment but with accommodations.

- 2010- 4 students; 9.8%
- 2011- 2 students; 5.3%
- 2012- 4 students; 9.1%
- 2013- 3 students; 7.1%
- 2014- 1 student; 2.7%

REFERENCED BY NATIONAL NORMS

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

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	73	76	80	77	83
Number of students tested	37	37	37	38	39
Percent of total students tested	90.2	88.1	100	97.4	92.9
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Percentage will not be a 100%. Each year a small number of students (as listed below) were given the same assessment but with accommodations.

- 2010- 3 students; 7.1%
- 2011- 1 student; 2.6%
- 2012- 0 students; 0%
- 2013- 5 students; 11.9%
- 2014- 4 students; 9.8%

REFERENCED BY NATIONAL NORMS

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

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	77	82	75	84	78
Number of students tested	37	34	37	42	37
Percent of total students tested	84.1	91.9	94.9	95.5	82.2
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Percentage will not be a 100%. Each year a small number of students (as listed below) were given the same assessment but with accommodations.

- 2010- 8 students; 17.8%
- 2011- 2 students; 4.5%
- 2012- 2 students; 5.1%
- 2013- 3 students; 8.1%
- 2014- 7 students; 15.9%

REFERENCED BY NATIONAL NORMS

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

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	82	81	83	82	86
Number of students tested	34	33	43	43	29
Percent of total students tested	91.9	91.7	97.7	91.5	82.9
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Percentage will not be a 100%. Each year a small number of students (as listed below) were given the same assessment but with accommodations.

2010- 6 students; 17.1%

2011- 4 students; 8.5%

2012- 1 student; 2.3%

2013- 3 students; 8.3%

2014- 3 students; 8.1%

REFERENCED BY NATIONAL NORMS

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

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	79	82	76	85	84
Number of students tested	31	41	42	31	36
Percent of total students tested	88.6	93.2	95.5	88.6	92.3
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Percentage will not be a 100%. Each year a small number of students (as listed below) were given the same assessment but with accommodations.

- 2010- 3 students; 7.7%
- 2011- 4 students; 11.4%
- 2012- 2 students; 4.5%
- 2013- 3 students; 6.8%
- 2014- 4 students; 11.4%

REFERENCED BY NATIONAL NORMS

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

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	81	82	82	84	83
Number of students tested	43	40	32	41	42
Percent of total students tested	93.5	90.9	100	97.6	89.4
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Percentage will not be a 100%. Each year a small number of students (as listed below) were given the same assessment but with accommodations.

2010- 5 students; 10.6%

2011- 1 student; 2.4%

2012- 0 students; 0.0%

2013- 4 students; 9.1%

2014- 3 students; 6.5%