

# 2008 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Public  Private

**Cover Sheet** Type of School: (Check all that apply)  Elementary  Middle  High  K-12  
 Charter  Title I  Magnet  Choice

Name of Principal Sr. Joan DiRienzo, MPF  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Saint Bernadette School  
(As it should appear in the official records)

School Mailing Address 1313-83<sup>rd</sup> Street  
(If address is P.O. Box, also include street address.)

Brooklyn New York 11228-3009  
City State Zip Code+4 (9 digits total)

County Kings State School Code Number\* 3320-00126-020

Telephone ( 718 ) 236-1560 Fax ( 718 ) 236-3364

Web site/URL www.stbernadetteschool.org E-mail stbernadette83@yahoo.com

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
(Principal's Signature) Date January 22, 2008

Name of Superintendent\* Dr. Thomas Chadzutko  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Diocese of Brooklyn Tel. ( 718 ) 965-7300

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(Superintendent's Signature) Date January 22, 2008

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, and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

*\*Private Schools: If the information requested is not applicable, write N/A in the space.*

Mail only by FedEx or UPS original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, RM. 5E103, Washington DC 20202-8173

## **PART I - ELIGIBILITY CERTIFICATION**

**Include this page in the school's application as page 2.**

The signatures on the first page of this application 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 has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2007-2008 school year.
3. If the school includes grades 7 or higher, the school must have foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2002 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. 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.
7. 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.
8. 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. Throughout the document, round numbers 1 or higher to the nearest whole number. Use decimals to one place only if the number is below 1.**

**DISTRICT** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
  - \_\_\_\_\_ Elementary schools
  - \_\_\_\_\_ Middle schools
  - \_\_\_\_\_ Junior high schools
  - \_\_\_\_\_ High schools
  - \_\_\_\_\_ Other
  - \_\_\_\_\_ TOTAL
  
2. District Per Pupil Expenditure: \_\_\_\_\_
- Average State Per Pupil Expenditure: \_\_\_\_\_

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:
  - Urban or large central city
  - Suburban school with characteristics typical of an urban area
  - Suburban
  - Small city or town in a rural area
  - Rural
  
4.   9   Number of years the principal has been in her/his position at this school.  
 \_\_\_\_\_ If fewer than three years, how long was the previous principal at this school?
  
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	17	22	39	7	16	16	32
K	12	32	44	8	10	12	22
1	27	14	41	9			
2	16	17	33	10			
3	17	17	34	11			
4	21	20	41	12			
5	15	15	30	Other			
6	11	22	33				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>349</b>

6. Racial/ethnic composition of the school:
- |                   |                                    |
|-------------------|------------------------------------|
| 0                 | % American Indian or Alaska Native |
| 3                 | % Asian or Pacific Islander        |
| 1                 | % Black or African American        |
| 6                 | % Hispanic or Latino               |
| 90                | % White                            |
| <b>100% Total</b> |                                    |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 9%

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

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year	18
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	14
<b>(3)</b>	Total of all transferred students [sum of rows (1) and (2)]	32
<b>(4)</b>	Total number of students in the school as of October 1	349
<b>(5)</b>	Total transferred students in row (3) divided by total students in row (4)	.09
<b>(6)</b>	Amount in row (5) multiplied by 100	9%

8. Limited English Proficient students in the school: 0%  
0 Total Number Limited English Proficient

Number of languages represented: 0  
Specify languages:

9. Students eligible for free/reduced-priced meals: 10%

Total number students who qualify: 36

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the federally supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services:  $\frac{6}{20}$  %  
20 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>    </u> Autism	<u>    </u> Orthopedic Impairment
<u>    </u> Deafness	<u>    </u> Other Health Impaired
<u>    </u> Deaf-Blindness	<u>14</u> Specific Learning Disability
<u>    </u> Emotional Disturbance	<u>  5</u> Speech or Language Impairment
<u>  1</u> Hearing Impairment	<u>    </u> Traumatic Brain Injury
<u>    </u> Mental Retardation	<u>    </u> Visual Impairment Including Blindness
<u>    </u> Multiple Disabilities	

11. Indicate number of full-time and part-time staff members in each of the categories below:

**Number of Staff**

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>  1</u>	<u>    </u>
Classroom teachers	<u> 14</u>	<u>  1</u>
Special resource teachers/specialists	<u>  1</u>	<u>  5</u>
Paraprofessionals	<u>    </u>	<u>  6</u>
Support staff	<u>  1</u>	<u>  1</u>
Total number	<u> 17</u>	<u> 13</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1   21:1

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off rates.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	98%	99%	99%	98%	98%
Daily teacher attendance	99%	99%	98%	99%	98%
Teacher turnover rate	1%	1%	0%	0%	0%
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

### **PART III – SUMMARY**

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Upon entering Saint Bernadette School, you will find a Catholic Christian community of religious sisters, dedicated lay teachers, and a support staff, who collaborate to build a safe, caring environment and a strong academic foundation for its students. **The mission of Saint Bernadette School is to educate the whole child, fostering and stimulating in students an awareness of our Baptismal gift of Faith, recognition of their own God-given talents, and empowering them to mature into successful, Christian adult citizens.**

We have a strong Catholic identity. We celebrate liturgies once monthly as well as Eucharistic Devotions, and participate in para-liturgical services regularly. One of our many religious traditions is gathering to bury the Alleluia for the season of Lent and resurrect it with joy and singing during the Easter Season. Most memorable of our traditions is the performance of the Living Passion of Christ by our eighth grade students during Holy Week. A Disciple of the Month program honors children who try to act consistently like Jesus. Likewise, students are awarded coupons when they are “caught” being good. Our students are trained as altar servers and lectors. School choir members lead congregational singing during services and also visit local senior residences throughout the year. A variety of other Christian service projects develop annually, providing students with opportunities to put their faith into practice.

Saint Bernadette School offers an integrated, standards based curriculum which consists of the traditional disciplines of Religion, English Language Arts, Mathematics, Science, and Social Studies. Regularly scheduled classes, staffed by specialized teachers in Educational Technology, Italian, Art, Music, and Physical Education, add an essential dimension to student life. Classroom teachers provide a solid core curriculum, individualizing their instruction to meet the abilities and learning styles of their students.

Students study the Italian language beginning at the Kindergarten level once weekly. In grades six through eight Italian meets twice weekly. In addition to our computer lab, teachers use laptops to integrate technology. Interactive whiteboards are also available for instruction. Our automated school library houses over 5000 titles. Students can test their comprehension of these books via the computer, using the Accelerated Reader program. On a daily basis, the hum of actively engaged students permeates the building.

Saint Bernadette School offers numerous activities for students to develop leadership skills, talents and interests. Students are welcome to participate in Student Council, band, craft club, chess, Aquinas Club, and talent show. Students can extend their studies by participating in Math, Spelling and Geography Bees, the Science Fair, Oratorical competition, Johns Hopkins Search for Talented Youth, peer tutoring and the New York State Second Language Proficiency Exam. In addition, Saint Bernadette School provides a two-year weekly after school preparation class to ready students for high school entrance exams, free of charge.

A dedicated Home School Association is the backbone of support services. Besides serving as a major fund raising source, the HSA assists with our Moms and Tots two-year old program and works cooperatively with our Student Council on community service and outreach activities.

Saint Bernadette School was accredited as a Middle States Accredited School in 1994 and was reaccredited in 2004. Our current three year report is available online, and can be viewed by following the *About Our School* link at [www.stbernadetteschool.org](http://www.stbernadetteschool.org).

Through the dedication of the faculty, staff, and parents of Saint Bernadette School each student acquires the necessary values and skills needed to lead a successful, Christian life.

## **PART IV – INDICATORS OF ACADEMIC SUCCESS (Part 1 of 4)**

**1. Meaning of the school's assessment results:** Each school year in the fall, Saint Bernadette School administers the Terra Nova II Multiple Assessments to all students in grades three through eight. In addition, in November, eighth graders who will be attending Catholic High Schools take the Test for Admission into Catholic High School exam, administered by the Diocese. All students in the indicated grades are tested. Students with learning disabilities who have a formal Individual Educational Plan, requiring testing modifications (extended time, tests read aloud, and other such modifications) are provided with those accommodations by the school. However, the CTB-McGraw Hill Company requires that tests administered with modified conditions are to be scored, but not to be included in class averages.

The Terra Nova II reading test measures objectives in *basic understanding; analyzing text; evaluating and extending meaning; and identifying and applying reading strategies*. The mathematics test includes objectives covering: *numbers and numerical relations; computation and estimation; measurement, geometry and spatial sense; data – statistics and probability; patterns – functions and algebra; problem-solving and reasoning; and communication*.

The Median National Percentile in eighth grade reading is 85.3, the National Percentile of the Mean Normal Curve Equivalent is 84 which meets the 90<sup>th</sup> percentile required cut-off score of 65.8 to indicate that our eighth grade scored in the top ten percent of those tested in the same grade. The Median National Percentile in eighth grade mathematics is 81.6; the National Percentile of the Mean Normal Curve Equivalent is 84.0 which meets the 90<sup>th</sup> percentile required cut-off score of 65.5 to indicate that our eighth grade scored in the top ten percent of those tested in the same grade.

Students also participate in various New York State Assessments as prescribed by our Diocesan School Office. As of June 2007, students in grade four were assessed in the following areas: ELA, Math, and Science. Students in grade five were assessed in Social Studies. Students in grade eight were assessed in ELA, Math, Science and Social Studies. Test results as given by New York State include those students who were tested using accommodations proposed in Individual Educational Plans. State performance levels for eighth grade ELA and Math include: Level 4 – Meeting learning standards with distinction, Level 3 – Meeting learning standards, Level 2 – Partially meeting learning standards, and Level 1 – Does not meet learning standards.

In June 2007, eighth grade students scored in the top ten percent of the state in both their ELA and Math state assessment results. They are as follows: ELA: 90.0% of the students achieved Level 3 and 4 (83.3% level 3 and 6.7% level 4); the cut-off is 82.3%. In Math: 90.0% of the Level 3 and 4 (73.3% level 3 and 16.7% level 4); the cut-off is 85.7%.

More information about the New York State Assessment system may be found at <http://www.emsc.nysed.gov/3-8/>.

**2. Using assessment results:** Test results for the Terra Nova assessments are examined by the teachers and the principal in order to track performance consistent with lower achievement, to identify students with achievement deficiencies, and to monitor the progress of all students. The cognitive skills index is a particularly useful tool. It roughly assesses individual student ability and the anticipated achievement scores to which actual achievement scores can be compared. This enables each teacher to ascertain that students are performing at the level of their ability. In cases, where student performance is lower than anticipated, further study of the student’s progress is initiated to determine if any special needs are present, or if any special learning accommodations are required. Some students may require tutoring services, or perhaps referral for a full case study. Terra Nova results of high achieving students are also used to determine eligibility for the Johns Hopkins Search for Talented Youth.

When the results of New York State assessments are returned to the school, they are also examined by teachers and the principal to track performance. Students not passing the grade four ELA and/or Math receive academic intervention during the following year which consists of weekly after school classes in the specific areas of need. Additionally, these students are re-tested in the spring on a fifth grade level to determine whether or not they have met the standards. If they have not, academic intervention services are once more rendered and they are retested. During the seventh and eighth grades, students needing academic intervention are serviced through the weekly classes in preparation for high school entrance exams.

**3. Communicating Assessment Results:** Mid-trimester progress reports and trimester report cards including achievement, effort, and conduct grades, as well as additional comments are issued to parents. Formally scheduled parent-teacher conferences are held at the end of the first and second trimesters. Throughout the year, conferences, by phone or in person can also be held at the request of either parent or teacher.

Individual Terra Nova Home Reports are provided to parents during the first trimester report card conference for all third through eighth grade students. A comparison report of school performance to the performance of the Diocese at large and the four districts of our diocese is distributed to parents annually through our monthly newsletter.

Similarly, individual New York State Assessment results are distributed to parents as they are made available by the state. Once again a comparison report of school performance to the performance of the state, city, diocese, and our local diocesan district is distributed annually through our monthly newsletter.

All of these scores and other achievements are published in a document that we call “Current Highlights.” This is distributed during our Open House sessions and is also communicated to our parish community through the weekly bulletin.

**4. How the school will share its successes:** Our Terra Nova and New York State results are shared within brochures offered during our semi-annual Open House opportunities to those who may be interested in having their children attend Saint Bernadette School. These brochures and other relevant information are given to prospective families, as well as organizations and members of the community who have a vested interest in the school. Visitors to the school are given personalized tours by parents, as well as student leaders, who are able to share the school's successes from a student's point of view.

The general public is informed about many of our school's achievements through the efforts of parent volunteers and school staff who create captions for photos taken and submit them to our local secular and diocesan newspapers. Reporters are invited to school to observe significant school events.

Our principal, Sister Joan DiRienzo,MPF, participates in the Diocesan Elementary Principals Association Council and attends regular meetings which create opportunities to share successes and best practices. Additionally, Sister Joan has the opportunity for a wider view of successes and best practices when she attends regular meetings of the Catholic School Administrators Association of New York State, of which she is a member of the Board of Directors.

In addition to informal networking among administrators and teachers, our school uses its website, monthly newsletter, and parish bulletin to share and disseminate curriculum and instruction information with parents, teachers, and school administrators.

## **PART V – CURRICULUM AND INSTRUCTION (Part 1 of 5)**

### **1. Description of the school's curriculum**

**Religion:** Our religion curriculum includes biblical, liturgical, ecclesiastical, and environmental formative studies. Through the use of Sacred Scripture, student texts, audio visual materials and technology, class discussion, research, creative self-expression, diocesan Catholic television network and prayer experiences, students come to appreciate the roots of their faith with an awareness of contemporary Catholic beliefs and practices.

**English Language Arts** (including reading, writing, listening, and speaking skills): Our ELA curriculum includes an early focus on phonics and vocabulary development to provide a strong foundation for our students. Ultimately, literature of many genres is explored to connect subject content areas, creating an interdisciplinary approach. Comprehension and critical thinking skills are integrated throughout the reading process. Journaling and other writing experiences are emphasized with a focus on mechanics and spelling.

**Mathematics:** Our math curriculum includes a foundation based on concrete experiences and the use of manipulatives during daily instruction time. Students develop skill in computation, estimation, and problem solving. As they progress in mathematics skill and development, they work independently and collaboratively to solve math problems and non-routine tasks. Students write up lab reports to help them better grasp concepts. The seven strands of the New York state standards are incorporated throughout each grade level.

**Science:** Science topics cover the areas of life science, physical science and earth science. Critical thinking, problem solving techniques, and cooperative researching are incorporated through hands-on and virtual lab experiments. Whole and small group instruction, cooperative groups, video clips, field trips, and on-line research foster in students the desire to connect science beyond the classroom and textbook to the real world.

**Social Studies:** Community living, geographic understanding, and map skills provide the primary grade students with a foundation to ensure future success in this area. Our fourth grade students discover New York State. United States history is the main focus of grades five, seven and eight. Grade six examines the events that have shaped history from antiquity to the present day. Students engage in active research in order to grasp, first hand, key concepts and facts.

The **Italian** program is based on a communicative approach. All students from Kindergarten through grade eight are taught vocabulary and grammar in order to express themselves through oral and written form. The students also learn about the geography and culture of Italy, which fosters an appreciation of Italy and the Italian people. Kindergarten through Grade Five students have Italian for forty minutes weekly for an entire year; grade six through eight, eighty minutes weekly, for an entire year. Our foreign language curriculum meets the requirements of the NCLB-BRS program.

The **Technology Curriculum** takes the position that technology is a tool that can be applied broadly across all content areas. Our goal, therefore, is not only to teach technology solely for its own sake, but also to have set out a sound *curriculum integration plan*, which identifies ways in which students and teachers will use technology as a part of their overall educational experience.

Throughout the **Music** program, students are exposed to various cultures as they learn songs from different countries. They are introduced to the lives of classic composers and are encouraged to have an appreciation for their music. Students are given an opportunity to experience rhythm, tempo, melody, and harmony. Singing, music appreciation, and a basic understanding of music theory are the focus of our music program.

The goal of our **Art** program is to bring forth the students' talents by exposing them to a variety of art materials. Additionally, students study the works of prominent artists focusing on technique and style. History and culture are also focal points of our curriculum using holiday themes and various traditions as a springboard to personal expression.

The goal of our **Physical Education** program is to create a happy and healthy atmosphere for the growth of social, physical, mental, spiritual and emotional well being for the student, in order to reach his or her fullest potential. This is achieved by using sports, fitness, and skill games to teach fundamentals, safety, sportsmanship, and the benefits of physical activity.

**2. Our school’s reading curriculum:** “Stop running to the library,” I beckoned the enthusiastic students as they came racing down the hallway. Then, I realized what I was saying. What principal would *not* want their students running to the library to return and borrow more books the way our children do? Our children are avid readers, since we’ve adopted the Accelerated Reader program, which uses an extensive computer data base to monitor student comprehension of the books they read.

The foundation of our reading program involves the formation of the students’ thinking, listening, and speaking as well as reading skills. Phonics, word attack, decoding skills, and oral reading fluency support the overall reading process.

Literature of many genres is explored to connect subject content areas, creating an interdisciplinary approach. Students are guided in the examination and enjoyment of poetry, essays, short stories, plays, and novels. Using their understanding of setting, plot, tone, conflict, characterization, climax, theme and resolution, the students are able to appreciate the finer points of literary pieces and thus develop a life-long connection to reading.

The Scott-Foresman Reading program (2002) was adopted at St. Bernadette School because its comprehensive approach matches the multi-faceted reading curriculum in Kindergarten through Grade 5. The *Elements of Literature* program (2003), published by Holt Rhinehart, is used in Grades 6 – 8 (available online to students) to meet our curriculum needs. Both of these reading programs allow us to meet the standards mandated by New York State.

**3. Additional Curriculum Area: Mathematics:** Mathematics instruction includes a challenging and comprehensive curriculum. The foundation of our mathematics program is based on concrete experiences and the use of manipulatives. In the primary grades, math computation and problem solving skills are developed through the use of drill and practice, manipulatives and computer based games. Primary reading skills assist the students in solving problems, using logic and reasoning.

As the students move on to multiplication and division, they likewise master and develop their work with fractions and decimals. In the middle grades, students strengthen their computational and conceptual skills with fractions, mixed numbers, whole numbers, integers, and decimals. Geometric concepts are further explored and students continue to work on various problem solving strategies.

Progress in Mathematics, (2006) published by Sadlier – Oxford, is the text used by Kindergarten through Grade 5. The junior high math department uses the same series, (2003) for better articulation of skills and concepts. Our curriculum follows a Pre – and Post – March range, as stipulated by the New York State Ed. Department, which terminates with eighth grade studying ninth year work. New subject matter is introduced and previously learned concepts are reinforced and expanded upon through hands-on exploration, lecture, textbooks, and the computer and board presentations. Students are given non-routine problems to work on collectively in groups of two to five students. Math labs are used to further build concepts while allowing the students the opportunity to discover algorithms on their own. Children often use manipulatives and calculators in their explorations. These activities are in preparation for open ended and expanded response questions found on state tests.

Likewise, tests and quizzes are formatted to follow the state exam. Students are asked to use logical reasoning and critical thinking skills to communicate mathematical ideas and apply them to real world settings. Grades 7 and 8 delve into discrete math activities such as Steiner points, vertex graph coloring to resolve conflicts, and combinatorics and number patterns.

**4. Instructional Methods:** The goal of our instruction, from our very youngest to oldest student, is to instill and stimulate an insatiable thirst for learning. Our early childhood teachers incorporate a great variety of instructional methods which include creative play, games, arts and crafts, rhythmic movement, and singing. The students are guided in small and cooperative groups and a basic foundation of technology. Independent learning centers also foster a sense of independence and evoke in the children a sense of responsibility and maturity.

As the thrust in technology moves ever forward, students readily engage in anything that uses technology. When appropriate and beneficial to the level of instruction, teachers will use software, video clips, the class performance system, interactive white boards and internet resources. In particular, virtual science experiments and field trips are an enjoyable mode of discovery. Further supplemental tools include manipulatives, laptop computers, presentation carts, and other visual aids.

At times, teachers will also use role playing, small cooperative groups, peer paired learning, and whole group instruction. Teachers are encouraged to use differentiated instruction to serve the varied needs of their students. To this end, reading enrichment and remediation instruction are provided to better service children at both ends of the achievement curve. Students are invited to participate in local, state, and national bees in the areas of mathematics, spelling and geography. Students also compete locally in an annual Science Fair and Oratorical contest. Extra help classes are offered by teachers either before or after regular school instruction time. Furthermore, our After School Program, serviced by our teachers, has homework help time as part of the daily agenda.

Students with Individualized Education Plans receive the accommodations required for them. In addition to the written assignment notebook of each student, our school website provides a link between school and home, so that parents can view the homework assigned each night.

**5. Description of the school’s professional development program:**

Teachers and the administration collaboratively determine the school goals for professional development. Professional and school goals are determined annually and professional development workshops and in-service sessions are planned accordingly. We have had sessions on the use and practical application of Accelerated Reader, cooperative learning, laptop computers in the classroom, interactive whiteboards, the Global Chalkboard, writing across the curriculum, Internet based software, the Classroom Performance System, the Olweus Bully Prevention program and most recently, Accelerated Math. These workshops have empowered our teachers to better understand and serve our students.

Our school’s professional development is greatly enhanced through the Diocesan Catholic School Office, which offers hundreds of opportunities for professional development throughout the year. Our teachers participate in these workshops and are invited to share their learning with faculty members during monthly faculty meetings.

An integral part of professional development at our school is participating in the Middle States Association of Colleges and Schools. As members of this organization, teachers are invited and encouraged to be team members, who visit schools to assess accreditation or re-accreditation documents. It is a broadening experience for teachers and provides our school with fresh, innovative ideas. It has further provided the opportunity to examine and update our own practices, and personal and school wide goals.

The school provides annual membership to: NCEA, ASCD, and NCTM. Teachers are encouraged to read the professional magazines published by these organizations and encouraged to attend conferences and conventions, when possible.

Our teachers willingly share the results of their updating with one another in an attempt to share best practices so that, ultimately, our students are the beneficiaries of their expertise.

## PART VI - PRIVATE SCHOOL ADDENDUM

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*The purpose of this addendum is to obtain additional information from private schools as noted below. Attach the completed addendum to the end of the application, before the assessment data tables. Delete if not used.*

1. Private school association(s): CSAANYs, NCEA, Middle States Association, ASCD, NCTM  
(Identify the religious or independent associations, if any, to which the school belongs. List the primary association first.)

2. Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes X No \_\_\_\_\_

3. What are the 2007-2008 tuition rates, by grade? (Do not include room, board, or fees.)

\$ <u>3600.</u> K	\$ <u>3600.</u> 1 <sup>st</sup>	\$ <u>3600.</u> 2 <sup>nd</sup>	\$ <u>3600.</u> 3 <sup>rd</sup>	\$ <u>3600.</u> 4 <sup>th</sup>	\$ <u>3600.</u> 5 <sup>th</sup>
\$ <u>3600.</u> 6 <sup>th</sup>	\$ <u>3600.</u> 7 <sup>th</sup>	\$ <u>3600.</u> 8 <sup>th</sup>	\$ _____ 9 <sup>th</sup>	\$ _____ 10 <sup>th</sup>	\$ _____ 11 <sup>th</sup>
\$ _____ 12 <sup>th</sup>	\$ <u>2700.</u> Other (preschool)				

4. What is the educational cost per student? \$ 4000.32  
(School budget divided by enrollment)

5. What is the average financial aid per student? \$ 1000.

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 1 %

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 3 %

**PART VII – ASSESSMENT RESULTS**

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**STANDARDIZED ASSESSMENT RESULTS  
Saint Bernadette School**

Terra Nova II  
C, 2000  
CTB McGraw-Hill

Scores are reported as percentiles.

	2006	2005	2004	2003	2002
Testing month	October	October	October	October	October
<b>Grade 4</b>					
Reading	64	65	65	70	62
Mathematics	56	64	64	55	62
Number of students tested	30	23	34	25	22
Percent of total students tested	100	100	87.2	100	100
Number alternatively assessed	0	0	5	0	0
Percent alternatively assessed	0	0	12.8	0	0
<b>SUBGROUP SCORES</b>					
Eligible for Free, Reduced Lunch					
Reading	---	---	---	---	---
Mathematics	---	---	---	---	---
Number of students tested	<10	<10	<10	<10	<10
<b>Grade 3</b>					
Reading	77	63	68	67	61
Mathematics	72	64	70	71	53
Number of students tested	43	30	24	33	27
Percent of total students tested	100	100	88.9	100	100
Number alternatively assessed	0	0	3	0	0
Percent alternatively assessed	0	0	11.1	0	0
<b>SUBGROUP SCORES</b>					
Eligible for Free, Reduced Lunch					
Reading	---	---	---	---	---
Mathematics	---	---	---	---	---
Number of students tested	<10	<10	<10	<10	<10

**PART VII – ASSESSMENT RESULTS**

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**STANDARDIZED ASSESSMENT RESULTS  
Saint Bernadette School**

Terra Nova II  
C, 2000  
CTB McGraw-Hill

Scores are reported as percentiles.

	2006	2005	2004	2003	2002
Testing month	October	October	October	October	October
<b>Grade 6</b>					
Reading	63	61	71	69	53
Mathematics	72	65	74	72	57
Number of students tested	30	23	27	24	21
Percent of total students tested	100	100	96.4	100	100
Number alternatively assessed	0	0	1	0	0
Percent alternatively assessed	0	0	3.6	0	0
<b>SUBGROUP SCORES</b>					
Eligible for Free, Reduced Lunch					
Reading	---	---	---	---	---
Mathematics	---	---	---	---	---
Number of students tested	<10	<10	<10	<10	<10
<b>Grade 5</b>					
Reading	73	69	56	72	60
Mathematics	60	66	47	70	58
Number of students tested	26	33	27	28	26
Percent of total students tested	100	100	96.4	100	100
Number alternatively assessed	0	0	1	0	0
Percent alternatively assessed	0	0	3.6	0	0
<b>SUBGROUP SCORES</b>					
Eligible for Free, Reduced Lunch					
Reading	---	---	---	---	---
Mathematics	---	---	---	---	---
Number of students tested	<10	<10	<10	<10	<10

**PART VII – ASSESSMENT RESULTS**

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**STANDARDIZED ASSESSMENT RESULTS  
Saint Bernadette School**

Terra Nova II  
C, 2000  
CTB McGraw-Hill

Scores are reported as percentiles.

	2006	2005	2004	2003	2002
Testing month	October	October	October	October	October
<b>Grade 8</b>					
Reading	84	84	81	83	86
Mathematics	84	86	76	83	63
Number of students tested	29	23	26	23	22
Percent of total students tested	97	100	96.3	88.5	100
Number alternatively assessed	1	0	1	3	0
Percent alternatively assessed	3	0	3.7	11.5	0
<b>SUBGROUP SCORES</b>					
Eligible for Free, Reduced Lunch					
Reading	---	---	---	---	---
Mathematics	---	---	---	---	---
Number of students tested	<10	<10	<10	<10	<10
<b>Grade 7</b>					
Reading	69	78	71	70	73
Mathematics	62	82	76	74	65
Number of students tested	21	28	23	24	23
Percent of total students tested	100	100	85.2	85.7	100
Number alternatively assessed	0	0	4	4	0
Percent alternatively assessed	0	0	14.8	14.3	0
<b>SUBGROUP SCORES</b>					
Eligible for Free, Reduced Lunch					
Reading	---	---	---	---	---
Mathematics	---	---	---	---	---
Number of students tested	<10	<10	<10	<10	<10

**PART VII – ASSESSMENT RESULTS**

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**NEW YORK STATE ASSESSMENT RESULTS**

**Saint Bernadette School**

Subject: ELA Grade: 8 Test: New York State Testing Program

Edition/Publication Year: per testing year Publisher: The University of the State of New York  
(CTB McGraw Hill 2002 – 2004)

Scores are reported as percentiles.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing month	Spring	Spring	Spring	Spring	Spring
<b>School Scores</b>					
% “Meeting Standards” plus % “Meeting Standards with Distinction”	90.0	75.0	89.0	96.0	79.0
% “Meeting Standards with Distinction”	6.7	10.7	31.0	46.0	16.0
Number of students tested	30	28	26	26	19
Percent of total students tested	100	100	100	96	95
Number alternatively assessed	0	0	0	1	1
Percent alternatively assessed	0	0	0	4	5
<b>SUBGROUP SCORES</b>					
Eligible for Free, Reduced Lunch					
% “Meeting Standards” plus % “Meeting Standards with Distinction”	---	---	---	---	---
% “Meeting Standards with Distinction”	---	---	---	---	---
Number of students tested	<10	<10	<10	<10	<10

Scoring cut-off to indicate placement within the 90<sup>th</sup> %ile of schools in New York State: 82.3

**PART VII – ASSESSMENT RESULTS**

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**NEW YORK STATE ASSESSMENT RESULTS**

**Saint Bernadette School**

Subject: Math Grade: 8

Test: New York State Testing Program

Edition/Publication Year: per testing year

Publisher: The University of the State of New York  
(CTB McGraw Hill 2002 – 2004)

Scores are reported as percentiles.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing month	Spring	Spring	Spring	Spring	Spring
<b>School Scores</b>					
% “Meeting Standards” plus % “Meeting Standards with Distinction”	90.0	78.6	96.0	96.0	89.0
% “Meeting Standards with Distinction”	16.7	10.7	27.0	31.0	21.0
Number of students tested	30	28	26	26	19
Percent of total students tested	100	100	100	100	100
Number alternatively assessed	0	0	0	0	0
Percent alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
Eligible for Free, Reduced Lunch					
% “Meeting Standards” plus % “Meeting Standards with Distinction”	---	---	---	---	---
% “Meeting Standards with Distinction”	---	---	---	---	---
Number of students tested	<10	<10	<10	<10	<10

*Scoring cut-off to indicate placement within the 90<sup>th</sup> %ile of schools in New York State: 85.7*

**PART VII – ASSESSMENT RESULTS**

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**NEW YORK STATE ASSESSMENT RESULTS**

**Saint Bernadette School**

Subject: ELA Grade: 4

Test: New York State Testing Program

Edition/Publication Year: per testing year

Publisher: The University of the State of New York  
(CTB McGraw Hill 2002 – 2004)

Scores are reported as percentiles.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing month	Spring	Spring	Spring	Spring	Spring
<b>School Scores</b>					
% “Meeting Standards” plus % “Meeting Standards with Distinction”	90.6	76.9	79.0	69.0	82.0
% “Meeting Standards with Distinction”	3.1	11.5	29.0	21.0	48.0
Number of students tested	32	26	34	29	29
Percent of total students tested	100	100	89	100	93.5
Number alternatively assessed	0	0	5	0	2
Percent alternatively assessed	0	0	11	0	6.5
<b>SUBGROUP SCORES</b>					
Eligible for Free, Reduced Lunch					
% “Meeting Standards” plus % “Meeting Standards with Distinction”	---	---	---	---	---
% “Meeting Standards with Distinction”	---	---	---	---	---
Number of students tested	<10	<10	<10	<10	<10

Scoring cut-off to indicate placement within the 90<sup>th</sup> %ile of schools in New York State: 90.3

**PART VII – ASSESSMENT RESULTS**

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**NEW YORK STATE ASSESSMENT RESULTS**

**Saint Bernadette School**

Subject: Math Grade: 4 Test: New York State Testing Program

Edition/Publication Year: per testing year Publisher: The University of the State of New York  
(CTB McGraw Hill 2002 – 2004)

Scores are reported as percentiles.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing month	Spring	Spring	Spring	Spring	Spring
<b>School Scores</b>					
% “Meeting Standards” plus % “Meeting Standards with Distinction”	90.6	92.0	94.0	72.0	90.0
% “Meeting Standards with Distinction”	12.5	28.0	47.0	10.0	21.0
Number of students tested	32	25	32	29	29
Percent of total students tested	100	100	84.2	100	93.5
Number alternatively assessed	0	0	6	0	2
Percent alternatively assessed	0	0	15.8	0	6.5
<b>SUBGROUP SCORES</b>					
Eligible for Free, Reduced Lunch					
% “Meeting Standards” plus % “Meeting Standards with Distinction”	---	---	---	---	---
% “Meeting Standards with Distinction”	---	---	---	---	---
Number of students tested	<10	<10	<10	<10	<10

*Scoring cut-off to indicate placement within the 90<sup>th</sup> %ile of schools in New York State: 96.2*