

U.S. Department of Education
2016 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 Mrs. Maria Llanes

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

Official School Name St. Cassian Elementary School

(As it should appear in the official records)

School Mailing Address 190 Lorraine Avenue

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

City Upper Montclair State NJ Zip Code+4 (9 digits total) 07043-1915

County Essex

Telephone (973) 746-1636 Fax (973) 746-3271

Web site/URL http://www.stcassianschool.org/scs/ E-mail mllanes@stcassianschool.org

Twitter Handle _____ Facebook Page https://www.facebook.com/stcassianschool Google+ _____

YouTube/URL https://www.youtube.com/channel/UCMX3aAWf-uKnMO2mSartp1Q Blog _____ Other Social Media Link _____

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

Date

(Principal's Signature)

Name of Superintendent*Dr. Margaret Dames E-mail DAMESMAR@rcan.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Archdiocese of Newark Tel. (973) 497-4260

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

Date

(Superintendent's Signature)

Name of School Board President/Chairperson Mr. Hugo Pizarro

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

Date

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

Part I – Eligibility Certification

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 and National Blue Ribbon Schools requirements, are 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 public school has met their state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) using the most recent accountability results available for the year prior to nomination.
3. To meet final eligibility, a public school must meet the state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) for the year in which they are nominated (2015-2016) 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 2010 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: 2011, 2012, 2013, 2014, or 2015.
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

Data should be provided for the most recent school year (2015-2016) unless otherwise stated.

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. Number of students as of October 1, 2015 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	13	20	13
K	10	11	21
1	14	22	36
2	8	10	18
3	15	14	29
4	11	8	19
5	4	14	18
6	11	9	20
7	9	8	17
8	9	16	25
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	104	132	236

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 3 % Asian
 - 11 % Black or African American
 - 5 % Hispanic or Latino
 - 1 % Native Hawaiian or Other Pacific Islander
 - 56 % White
 - 24 % 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.)

5. Student turnover, or mobility rate, during the 2014 – 2015 school year: 3%

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2014 until the end of the 2014-2015 school year	7
(2) Number of students who transferred <i>from</i> the school after October 1, 2014 until the end of the 2014-2015 school year	0
(3) Total of all transferred students [sum of rows (1) and (2)]	7
(4) Total number of students in the school as of October 1, 2014	214
(5) Total transferred students in row (3) divided by total students in row (4)	0.033
(6) Amount in row (5) multiplied by 100	3

6. English Language Learners (ELL) in the school: 0%
1 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):

Italian

7. Students eligible for free/reduced-priced meals: 0%
 Total number students who qualify: 0

8. Students receiving special education services: 8 %
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 conditions. It is possible that students may be classified in more than one condition.

- | | |
|--------------------------------|--|
| <u>0</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>6</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>14</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>5</u> Speech or Language Impairment |
| <u>1</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 |

9. Number of years the principal has been in her/his position at this school: 3
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	12
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	5
Paraprofessionals	5
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

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 20:1

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

Required Information	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011
Daily student attendance	96%	97%	97%	97%	99%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2015.

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. In a couple of sentences, provide the school's mission or vision statement.

Saint Cassian School is focused on emphasizing leadership through Catholic values and maximizing each student's potential through a challenging academic curriculum infused with technology and the visual/performing arts.

PART III – SUMMARY

St. Cassian Parish manifested its strong commitment to Catholic education when it built and opened St. Cassian School in 1953, and chartered its supporting Foundation in 1984. St. Cassian School thrives today by forming students who excel when their faith and education grow in tandem to create empathetic, capable leaders for tomorrow.

curriculum, especially within the STEM/STEAM (Science, Technology, Engineering, Arts, Mathematics) learning activities. The school boasts a state-of-the-art technology lab and a mobile technology lab with thirty laptops used within the classroom and connected by school-wide WiFi. In addition, each classroom has a Smart board or Smart table. One to One deployment of Chrome books in the middle school and iPads in the elementary grades, along with Spheros technology for science and math, make learning engaging and fun for 21st century learner. The advanced technology also allows the school to be the area's sole user of the "flipped classroom" approach, providing distance learning on snow days and other emergency closings

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

St. Cassian School provides a curriculum in the Catholic tradition to foster students' intellectual, moral, religious, social and physical development. The school aligns its curriculum to the Archdiocese of Newark Curriculum Guidelines, which meet or exceed relevant educational standards, including those proposed by content area experts, the New Jersey Core Curriculum Content Standards, and the Common Core Standards.

The school implements the reading/English language arts curriculum through a balanced, formative approach to reading, writing, language, speaking, and listening. In the lower elementary grades, the school focuses on phonological awareness, word recognition, sentence structure, paragraph formation, active listening, written and oral responses, and establishes the grammatical building blocks for writing. To accomplish this, a variety of literature, such as fiction, nonfiction, poetry, and readers' theater, supports the Harcourt Reading Street Series in integrating decoding, grammar, spelling, phonics and comprehension. Online resources, iPad technology, Smart table and Smart board lesson components are used to enrich the learning process.

In the middle grades, reading/language arts literacy expands to include essay writing through exposure to persuasive, informative, narrative, descriptive, reflective, and compare/contrast genres, and through Writer's Workshop, which provides practice in mastering the writing process. In addition, students learn to debate, write research papers and conduct interviews. Increased exposure to informational texts, novels, anthologies, mythologies, drama, poetry and other reading genres provides enrichment to the middle school curriculum.

For designing differentiated instruction for all learning levels, the school utilizes portfolio assessment, student interviews, teacher observations, and formative and summative assessments. Furthermore, utilizing reading journals, personal journals, learning centers, and Reading and Writers' Workshop provide opportunities for differentiated instruction designed to address each student's needs. St. Cassian also provides middle school students with Chromebooks, which allow teachers to give real-time feedback to students regarding progress on their individual learning targets. Laptop devices are also used to facilitate research, create presentations and produce videos.

The mathematics curriculum, throughout all grade levels, emphasizes problem-based learning through hands-on experiences to promote content knowledge, computation, measurement and an understanding of geometry. Mathematical reasoning skills are taught through a skills-based approach and multi-disciplinary projects that draw on real-life experiences. The building blocks to algebra are taught starting in first grade, leading up to pre-algebra and algebra classes in the seventh and eighth grades. Technology and STEM related activities are incorporated to enrich learning and provide real-world applications. IXL, an online math program, and learning centers are used across all grades for differentiated instruction and to address students' needs. A mathematics support specialist is available to help students meet challenges in concepts and skills.

The science curriculum merges concepts in physical, earth, and life science systems with hands-on experiments, discoveries and laboratory techniques. The curriculum equips students with the skills necessary to discover and analyze the intricacies of any branch of study, facilitate that discovery through critical thinking and discourse, and cultivate the passion to grow as emerging scientists and engineers. Students continuously engage in the STEM process -- observing, conjecturing, and experimenting-- through weekly teacher lectures, demonstrations or student-centered activities. At all grade levels, the science curriculum challenges students to maintain high science literacy by expressing their discoveries in various ways. By middle school, students write research papers and formal laboratory reports. Small group, one-on-one instruction and differentiated learning center activities assist in addressing the needs and challenges of students.

The social studies curriculum seeks to create an awareness of the diverse American nation and the

interdependent world. The curriculum enables students to learn about the past to better understand the present in order to anticipate and prepare for the future as active Christian proponents of peace and justice in the world. The curriculum's content spans from learning about the uniqueness of self, families and communities in kindergarten to the study of world and U.S. history, geography, culture, economic systems, and governmental systems by the middle grades. Through a literacy and problem-solving approach, students learn and communicate knowledge in various ways, including creating integrated art and technology models.

The preschool curriculum follows a thematic, interdisciplinary approach that incorporates the New Jersey Preschool Teaching and Learning Standards by integrating developmentally appropriate ideas and concepts. The focus is on the whole child's development through the socialization and academic activities encountered throughout their entire day. The Preschool program supports continuous development of mathematical skills, creativity through visual arts, music, and English language arts through an integrated approach. Dance, physical education and outdoor play enhance and emphasize social skills, health and safety. Science, social studies, world language, religion, and family life skills are incorporated through exploration of the students' surrounding environment. Smart table, technology labs and iPads provide daily technology integration. Overall, the curriculum design encourages and develops confident, independent, critical thinkers, who are prepared for success in kindergarten and beyond.

2. Other Curriculum Areas:

The religion curriculum, central to the school mission, is integrated into all the academic and social activities of the school. Through daily lessons, pre-kindergarten through eighth grade students learn about the message and life of Jesus Christ and the history, practices and doctrine of the Catholic Church. With the aim of encouraging the Catholic leaders of tomorrow, the school engages students in service and develops their respect for the diversity of human culture and the rights of others as individuals and groups. Students also assume leadership roles by preparing the readings and intentions for Mass and creating the school's daily prayers based on a monthly theme.

The visual arts curriculum exposes students to a variety of art media, the basic elements of art and design as well as various artists and art history. In the elementary grades, experiences are provided through drawing, watercolor, water-based paint, clay and a variety of mixed media. In the middle grades, a deeper understanding of art concepts and the artists is developed while exploring drawing, painting, sculpting, graphic design and photography.

The choral music curriculum develops the skills to enhance voice quality in kindergarten through eighth grade students, while exploring folk and liturgical music. In addition, seventh and eighth grade students learn bells and, as a bell choir, perform at concerts, special events and Mass. All students sing at the school's monthly liturgical celebrations as well as the Christmas and Spring Concerts.

For one period weekly, the musical theater curriculum provides students experience with musical theory, singing, movement and performance. All students experience performing musical theater productions every year. The winter production features the kindergarten through fourth graders and the spring production casts the fifth through eighth graders.

In addition to the arts curriculum, students benefit through interactions with visiting professional artists. All third through fifth graders, for example, participate in a three-year program with the Chamber Music Society of Lincoln Center. Students also have the opportunity to join extracurricular school activities, such as instrumental music, band, the school choir, ballet, and Jazz dance.

Physical education, health and nutrition are important components of the school's curriculum since they provide students with the knowledge and practical experience for attaining and maintaining a healthy lifestyle. All grade levels receive one period each of physical and health education weekly. In Physical Education class, students engage in age appropriate calisthenics, obstacle courses, teamwork tasks, strategic games, and other activities that challenge their kinetic abilities and cognitive thinking. In health class, students are taught core values in keeping their bodies and minds healthy through optimal daily nutrition,

activities, and lifestyles. Students in grades fourth through eighth participate in the Presidential Fitness Challenge, further attaining and maintaining physical activity and healthy habits.

The Spanish/world language curriculum develops increased language proficiency, articulation, and cultural competence in pre-kindergarten through eighth grade students. The lessons are conducted once per week in each grade. St. Cassian School is in compliance with the program's foreign language requirements. In the primary grades, phonetic awareness, vocabulary, basic grammar skills and language patterns are developed through activities and lessons that explore the students' multiple intelligences. In the middle grades, the instruction includes complex grammar, conversation and paragraph writing. St. Cassian's graduates have notable success in their high school world language courses and beyond.

Technology is integrated throughout all the curriculum areas to enhance learning by providing the tools to generate, obtain, manipulate and display information. This is made possible through the vast technology resources available to students and faculty. These resources include a Smart board in every classroom, a Smart table in the preschool classes, iPads, a new 30-laptop mobile technology lab, and individual Chrome books for every middle school student. In addition to the integrative process, all students receive targeted weekly instruction, which ranges from simple keyboarding, creating Word documents and PowerPoint presentations to intricate projects, including video productions, newsletters, and architectural designs. These and other projects couple technology skills with literacy, the arts, and STEM. In addition, our advanced technology implementation allows the school to use the "flipped classroom" approach to provide distance learning on snow days and other emergency closings.

3. Instructional Methods and Interventions:

St. Cassian School celebrates each student's uniqueness and develops practices that address their talents and strengths. Teachers design lessons and establish learning targets that foster growth and aim to maximize the potential of each child. With this premise, teachers instruct using advanced strategies, techniques, and researched based activities, such as those prescribed by Mazano's High Yield Strategies, Blooms' Taxonomy of Learning and Howard Gardner's Theory of Multiple Intelligences.

The school's general approach to all academic areas is interdisciplinary and theme-based. Instructional approaches address the multiple intelligences and integrate the arts and technology. Eighth grade students, for example, created silent films that depicted social, political, financial and entertainment themes of the 1920s for a social studies, language arts, and technology interdisciplinary project. The films delved into prohibition, women's rights, the death of President Coolidge, the "Charleston" dance, and other topics relevant to the era. Through this collaborative project-based activity, the eighth graders exercised high-level divergent thinking skills and demonstrated optimal learning.

Instruction is differentiated by task, grouping, pace, outcome, support, and educational resources, such as iPads or laptops, to meet the needs of students. Classroom learning centers provide students with targeted instruction, autonomy, and create available teacher conferencing time. Similarly, Writer's Workshops, used in the middle grades, provide individualized learning and teaching opportunities. Students equipped with their own Chromebook enhance the instructional process by allowing teachers to provide real-time feedback.

A reading and math specialist is available to provide in-class and pull-out supplemental instruction for special needs students as well as others, who through standardized test scores and other measures, have exhibited the need for targeted instruction. The pre-kindergarten through third grade students have instructional aides, who assist in implementing learning objectives and minimize the student-teacher ratio. In addition, each of the faculty members offers after school review and enrichment sessions to further address individual student needs.

The MIAD electives offer instruction that addresses the multiple learning styles through an enriched learning experience. Through the infusion of the arts, technology and/or physical education, the MIAD electives address and integrate academic learning through a motivating approach to instruction. For example, in the Introduction to Architecture and Engineering elective course, seventh and eighth grade

students gain a hands-on perspective of the disciplines, engage in STEM related activities, and make powerful connections as to how mathematics and science are utilized in “real-world” scenarios while creating hand-drafted or technology-driven designs.

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

A wide array of assessments enables the staff to analyze and track progress, as well as design instruction to meet students’ needs. These include formal and informal assessments such as, standardized tests, formative and summative assessments, portfolio assessments, rubrics analysis, student conferencing, teacher observation, and learning center progress.

The TerraNova assessment is one of the main information sources used to measure the progress made towards achieving grade and school-wide achievement target/s, as well as, to determine how effective the methodology used was in achieving the goals. Collectively, the faculty devises an annual Instructional Improvement Plan, which often includes implementing new strategies, identifying staff development priorities, researching an instructional approach or updating educational resources. Each teacher uses assessment data to analyze the progress of individual students in achieving the learning standards within each subject area.

St. Cassian students consistently demonstrate high levels of academic achievement. Results of the March, 2015, TerraNova testing show the average score in grade six Reading exceeds the Blue Ribbon cut score by sixteen points. Scores in mathematics for grades five through eight exceed the Blue Ribbon cut scores by at least fifteen points and as much as twenty-six points. This remarkable achievement is due to the diligence of the staff in designing instruction that meets the identified specific needs of our students.

The school’s goal for the 2015-16 year is to meet or exceed these performance goals through continuing the analysis of student performance, targeting staff development, implementing the archdiocesan teacher evaluation model and executing teaching strategies and approaches, such as targeted instruction, differentiation, and the integration of technology and the arts. Special attention is being given to grade four reading instruction, since the average TerraNova score for Reading in grade four was only one point above the Blue Ribbon cut score. As a result, small group instruction and the support of a reading specialist are being provided.

St Cassian parents are continually informed about their child’s progress through ongoing reporting, which includes how to interpret results. For instance, parents not only receive Terra Nova results, but also receive guidance on how to interpret performance data through a letter from the principal. Access to PowerSchool the school’s student information portal, puts information about assessments, homework and overall student progress at parent’s fingertips. In addition, teachers relay information through email and phone communications, parent-teacher conferences, Back to School Night, Interim Progress Reports and Report Cards. The school’s collective progress is addressed through letters from the principal, the church bulletin, the school’s website, and the school’s Facebook page.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

St. Cassian School strives to provide an environment that is conducive to the highest levels of student learning, and a culture that motivates students to be intrinsic learners. The school administration empowers students and teachers to be creative thinkers and problem solvers within a risk-free environment. The contributions of students, teachers and staff are valued and recognized. With this premise, the school community implements practices that supports the “whole child” cognitively, socially and spiritually, and celebrates the professional attributes of its staff.

Faith, respect and joy of learning combine each day to create a nurturing and engaging climate and culture. Each morning, the students lead the entire school in morning prayers, grounding everyone in their faith and service. A monthly school Mass and daily Religion class also help to cement their faith and provide a secure environment in which to flourish.

St. Cassian School motivates students through a dynamic learning environment at all grade levels. Technology integration is one of the ways in which students’ learning is maximized. Each classroom at St. Cassian School includes the latest technology, including Smart boards and Wi-Fi access that allow students to benefit from interactive, hands-on learning. In addition, iPads, Smart tables and individual deployment of Chrome books in the middle school provide the means for students to be active participants in the learning process.

The school also provides a respectful and nurturing environment that supports social and emotional growth. Children are encouraged by wonderfully supportive coaches to participate in school sports such as basketball, track and field, soccer, volley ball, cross country, and softball. It is motivating for the students to be a part of such a strong team environment, where students’ efforts and initiatives are celebrated.

Extracurricular activities also enhance students’ academic knowledge and promote self-esteem. Some of these activities include student council, mini model congress, children’s choir, young engineers, dance, bell choir and instrumental band.

Teachers bring to life the school’s multiple intelligence approach and the arts and technology infused curriculum in unique ways. The school culture empowers them to be creative in the implementation of lessons and to use their talents and expertise to create MIAD courses, which are distinctively theirs.

The principal relies on teachers for shared-decision making and celebrates their accomplishments in multiple ways. Their successes, as well as their students’ achievements, are highlighted at faculty meetings, on the school’s Facebook page and website, and in communications sent to parents and staff.

2. Engaging Families and Community:

St. Cassian School thrives today because of the deep family and community roots that not only support the school, but also build the students’ understanding of friendship, community and excellence. The school remains a top priority of the St. Cassian parish, which supports students, curricula, teachers, the principal, and the school. The St. Cassian School Foundation, comprised of parish and school families, provides much of the yearly capital needed to upgrade the facility or expand curricula, such as its recent technology investment.

The students benefit from the support of families who plan, participate in or attend events to support the students’ involvement with the arts, sports or community work. The families take ownership in creating events that teach the students important social skills. A few examples include fundraising and hosting a “sock hop” dance, a second grade breakfast, an eighth grade dinner and field trips.

Families also play a critical role in helping students plan community service activities, such as helping the

homeless, visiting senior centers, executing food drives, and reading poems of gratitude to veterans. They are also instrumental in helping maintain a thriving sports program at the school.

Community partnerships enhance learning and broaden students' perspective. The school's proximity to higher education and excellent artistic centers makes the options numerous. The school's partnership with the Chamber Music Society of Lincoln Center is a prime example of how the students educationally benefit through the expertise of visiting artists.

Students, their families, community members, and local artists join together each year for an annual student art gallery. Each student displays several pieces of art related to a specific theme. Working together, students and artists create pieces using many different mediums. Currently, a local artist is teaching photography to the students.

The school's MIAD program opens the doors to community members, parents and business owners to share their experiences and knowledge with students. For instance, a lawyer from a local law firm partners with one of the teachers to lead the Mock Trial and Legal System elective course.

Within the school and outside community, students put their faith into action by participating in several non-profit groups, such as the Human Needs Food Pantry of Montclair, Catholic Community Services, St. Michaels' Parish Families in Need, and St. Cassian Parish's Little Angels child care services. These service opportunities provide students with experiences that are critical to their development as productive, empathetic Catholic leaders.

3. Professional Development:

Professional Development is an ongoing process at St. Cassian School through monthly school-based workshops, archdiocesan training sessions, and additional off-site training provided by experts in the field.

The school's staff development program is established based on analysis of data from teacher observations/evaluations, surveys identifying desired areas of growth, and student learning targets identified in the annual Instructional Improvement Plan. The sessions are designed or selected in order to maximize teacher and administrator effectiveness in achieving the yearly goals, as well as to support students' cognitive, social and spiritual development.

The school's faculty and paraprofessionals are offered ongoing professional development through monthly sessions led by the principal, outside educational consultants, or experts within the diocese. The staff has received training in arts and technology integration, Bloom's Taxonomy of Learning, Howard Gardner's Theory of Multiple Intelligence, and establishing Catholic identity to ensure the successful implementation of our school's unique philosophy. Special focus has also been placed on differentiated learning strategies to address the specific needs of our students. Recently, early Literacy workshops and training geared towards establishing learning centers and writer's workshops were offered to address the goals identified in the school's Instructional Improvement Plan.

Diocese-wide workshops involved teachers in the creation and implementation of curriculum maps and the development of units of study through the use of Rubicon Atlas, a web-based tool. Teachers were trained in STEM strategies and provided with pedagogical models for teaching literacy through social studies by experts in the respective fields. Training for administrators included the implementation of Teachscape for classroom walkthroughs, using the Charlotte Danielson's evaluation model, and establishing a community of faith driven by Catholic doctrine and values.

In addition to school-based and diocese wide training, staff members attend off campus workshops provided by experts in the field. For instance, some of the staff members recently attended workshops offered by EIRC (Educational Resource Information Center) in order to implement a Mini Model Congress and to further develop strategies for teaching the MIAD elective courses.

Professional learning communities also play a key role in fostering collaborative learning among the staff.

It is a practice that encourages cross-curriculum planning and supports school wide decision-making. Through the learning communities, teachers also turn key information attained in off-campus learning opportunities. On the diocesan level, multiple opportunities are also provided for teachers and administrators to collaborate on curriculum and share best practices.

4. School Leadership:

The implementation of the mission and philosophy of the school is a collaborative effort among the principal, the pastor, and the school's Advisory Board. The principal, as the educational leader of the school, collaborates with the Pastor, the spiritual leader, to create an environment conducive to vibrant spiritual life within the school. In addition, the principal sets the standards of learning and the vision for success in meeting the school's mission of excellence.

The school's Advisory Board, which is made up of members of the parish and school community, offers time and diversity of talent in the areas of strategic planning, finance, facilities and marketing/development to ensure the school's mission is accomplished. The Board members not only bring a wealth of knowledge, but also a generous enthusiasm for turning initiatives into accomplishments.

The principal understands that collaboration from all stakeholders is the hallmark of a successful school; Therefore, she welcomes and gives careful consideration to ideas presented by staff, parents, students, and school community stakeholders. New school initiatives are discussed at faculty, Home and School Association, School Advisory Board, St. Cassian Foundation, and Student Council meetings where open dialogues are always encouraged.

In turn, the school community embraces change because they have been part of the decision-making process. There has been a renaissance in the school over the last three years, which has been made possible through the collaborative efforts of our school, parish and broader community. The rebirth began at multiple levels. In technology, it started by adding a wireless network in July of 2013 and now the school implements a broad spectrum of state-of-the-art practices in technology and technology integration. A new approach to instruction with a focus on addressing the multiple intelligences and integrating the arts and technology has resulted in improved learning and academic success. A testament to the academic success is the students' performance on the TerraNova assessment and the school meeting the eligibility criteria for Blue Ribbon consideration. New programs such as the School Choir, MIAD Electives, Mini Model Congress, Mock Trial, and Forensics have increased the students' leadership skills and self-esteem and have deepened academic understanding.

Most importantly, the school's mission to foster an environment rich in Catholic values and tradition is stronger than ever under the guidance of the pastor. His approach and involvement is best illustrated by his presence in the classrooms and in teaching the seventh grade Religion class.

Visionary leadership and collaboration have brought to fruition new levels of success for St. Cassian School making it worthy of Blue Ribbon recognition.

PART VI * INDICATORS OF ACADEMIC SUCESS

St. Cassian's embrace of the multiple intelligence framework, infused with arts and technology, takes the school and students to a new level of achievement. Improvement in the school's standardized test scores indicates that giving students multiple learning dimensions is improving their academic achievement. Qualitatively, the school also sees indications that the framework is spawning students' desire to learn more outside the classroom, such as more engagement in the school's sports teams, public speaking, mini model congress, and various STEM/STEAM activities. Taken together, the school believes the students are building their desire for life-long learning, and acquiring high-order thinking skills and problem solving abilities.

PART VII - NON-PUBLIC SCHOOL INFORMATION

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 No

3. What is the educational cost per student? \$6371
(School budget divided by enrollment)

4. What is the average financial aid per student? \$0

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

6. What percentage of the student body receives scholarship assistance, including tuition reduction? 39%

PART VIII - ASSESSMENT RESULTS FOR NORM-REFERENCED TESTS

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>TERRANOVA 3</u>
Grade: <u>3</u>	Edition/Publication Year: <u>2012</u>
Publisher: <u>CTB McGraw Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	88
Number of students tested	16
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	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:

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>TERRA NOVA 3</u>
Grade: <u>4</u>	Edition/Publication Year: <u>2012</u>
Publisher: <u>CTB McGraw Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	71
Number of students tested	19
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	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:

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>TERRA NOVA 3</u>
Grade: <u>5</u>	Edition/Publication Year: <u>2012</u>
Publisher: <u>CTB McGraw Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	84
Number of students tested	21
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	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:

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>TERRA NOVA 3</u>
Grade: <u>6</u>	Edition/Publication Year: <u>2012</u>
Publisher: <u>CTB McGraw Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	92
Number of students tested	15
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	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:

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>TERRA NOVA 3</u>
Grade: <u>7</u>	Edition/Publication Year: <u>2012</u>
Publisher: <u>CTB McGraw Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	89
Number of students tested	24
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	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:

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>TERRA NOVA 3</u>
Grade: <u>8</u>	Edition/Publication Year: <u>2012</u>
Publisher: <u>CTB McGraw Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	91
Number of students tested	18
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	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:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>TERRANOVA 3</u>
Grade: <u>3</u>	Edition/Publication Year: <u>2012</u>
Publisher: <u>CTB McGraw Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	72
Number of students tested	16
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	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:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>TERRA NOVA 3</u>
Grade: <u>4</u>	Edition/Publication Year: <u>2012</u>
Publisher: <u>CTB McGraw Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	70
Number of students tested	19
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	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:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>TERRA NOVA 3</u>
Grade: <u>5</u>	Edition/Publication Year: <u>2012</u>
Publisher: <u>CTB McGraw Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	72
Number of students tested	21
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	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:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>TERRNA NOVA 3</u>
Grade: <u>6</u>	Edition/Publication Year: <u>2012</u>
Publisher: <u>CTB McGraw Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	87
Number of students tested	15
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	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:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>TERRA NOVA 3</u>
Grade: <u>7</u>	Edition/Publication Year: <u>2012</u>
Publisher: <u>CTB McGraw Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	82
Number of students tested	24
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	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:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>TERRA NOVA 3</u>
Grade: <u>8</u>	Edition/Publication Year: <u>2012</u>
Publisher: <u>CTB McGaw Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	79
Number of students tested	18
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	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: