

U.S. Department of Education
2015 National Blue Ribbon Schools Program

[] Public or [X] Non-public

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

Name of Principal Mrs. Gail M Ritchie

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

Official School Name Academy of Saint Paul

(As it should appear in the official records)

School Mailing Address 187 Wyckoff Avenue

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

City Ramsey State NJ Zip Code+4 (9 digits total) 07446-2234

County Bergen State School Code Number* _____

Telephone 201-327-1108 Fax 201-236-1318

Web site/URL http://www.academyofstpaul.org E-mail gritchie@academyofstpaul.org

Twitter Handle @STPAULIPS Facebook Page http://www.facebook.com/pages/St-Paul-Interparochial-School-Official-School-Page/142436642511979?sk=wall Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

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

Date _____
(Principal's Signature)

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

District Name _____ Tel. _____

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

Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson Mrs. Noelle Newhouse
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

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

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

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below concerning the school’s eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- Elementary schools (includes K-8)
 - Middle/Junior high schools
 - High schools
 - K-12 schools
- TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 6 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	24	23	47
K	8	9	17
1	15	14	29
2	4	13	17
3	9	6	15
4	11	16	27
5	17	10	27
6	26	12	38
7	12	18	30
8	16	14	30
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	142	135	277

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 4 % Asian
 - 3 % Black or African American
 - 5 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 85 % White
 - 3 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 5%

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	6
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the 2013-2014 school year	7
(3) Total of all transferred students [sum of rows (1) and (2)]	13
(4) Total number of students in the school as of October 1	288
(5) Total transferred students in row (3) divided by total students in row (4)	0.045
(6) Amount in row (5) multiplied by 100	5

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

9. Students receiving special education services: 13 %
37 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

- | | |
|--------------------------------|--|
| <u>0</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>6</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>13</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>18</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>0</u> Developmentally Delayed |

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	18
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	1
Paraprofessionals	2
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 15:1

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

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	96%	97%	97%	96%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

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

15. Please summarize your school mission in 25 words or less: St. Paul Interparochial School provides academic excellence in an atmosphere of love and Catholic Christian values through scholarship, spirituality, and service.

PART III – SUMMARY

St. Paul Interparochial School (SPIS) is a Middle States accredited Pre-Kindergarten through eighth grade school in Ramsey, New Jersey, founded in 1950 by the Sisters of Charity of Convent Station. In 1990 the school became co-sponsored by four parishes: Saint Paul, Presentation, Immaculate Heart of Mary, and Immaculate Conception. In September 2014 the school successfully completed the Archdiocesan protocol for designation as an academy and is presently transitioning to its new name, Academy of Saint Paul. The families served by the school come from twenty three towns in New York and New Jersey and are predominantly from middle class backgrounds. Scholarship, spirituality, and service are the foundations of a SPIS education. The school has a rich tradition and strong reputation for developing excellent students who are well-rounded, confident, and grounded in their faith. This is evidenced by the placement of many graduates in advanced level academic courses in high school and feedback from high schools regarding the preparedness of SPIS graduates.

The mission of SPIS is to provide students with both the educational tools and spiritual values needed to become productive, morally mature members of society. This mission includes a quality education based on the curriculum guidelines of the Archdiocese of Newark which encompass the New Jersey Core Curriculum Content Standards. The faculty is dedicated to educating the whole child, ever aware of individual needs and learning styles. Students are challenged and always encouraged to be the best they can be. The administration and faculty strive to maintain an educational partnership between family, school, and community in fostering student success.

The school's Middle States Re-accreditation Project, "The Science of Stewardship: A Way of Life" calls on members of the school community to recognize their responsibility in terms of contributing to the development of a positive environment within the school, family, community and world. Focusing on a monthly theme such as, friendship, respect, or thankfulness, students are asked to find ways to live the theme to improve the world around them. Each day students and teachers close the school day with a recitation of the school's "Stewardship Prayer" and Mission Statement. By example and deed, the faculty and students strive to live the Gospel message and participate in God's work by serving the community through projects that address local and global issues.

In support of the commitment to educate the whole child, many extra-curricular sports and activities are offered, including: basketball, volleyball, tennis, instrumental music, Mad Science, school newspaper, Writing Center, and theater arts. It is through the generosity and resourcefulness of parents and faculty that SPIS is able to offer students this wide array of extra-curricular opportunities.

The school's strength begins with a dedicated faculty partnered with supportive parents and involved pastors. Continuous learning and meaningful professional development are pursued by faculty. Teachers model a spirit of volunteerism through involvement in activities that extend beyond daily responsibilities. Academic excellence is reflected by student accomplishments in various academic competitions. Of special note is the school's participation in the New Jersey Future City Competition, where students have placed among the Top Ten and Special Awards teams annually since 2008.

Throughout the year the school community engages in many traditional activities. Among the most memorable are: the Thanksgiving Food Drive, Christmas Pageant, May Crowning, and school musical. These activities bring the school community together in celebration of its mission in outreach to the larger community.

Parents are an integral part of SPIS. The Parent Faculty Guild (PFG) is an active, dedicated group of parents and teachers supporting a variety of academic and social activities, while providing financial support for programs and building improvements. Parent volunteers are a valuable resource for the school community, serving as lunch volunteers, class parents, guest readers, and coaches.

Through the generosity of parishioners, the fundraising efforts of the PFG, and commitment of the school community, the school has benefited from many advancements over the past ten years. These include upgrades to the library, computer and science laboratories, technology, school security and construction of a new gymnasium. Program enhancements include the establishment of the outdoor garden classroom and initiation of a Pre-Kindergarten program.

A SPIS education does not culminate with eighth grade graduation, but extends into and beyond high school and college. The enduring significance of a SPIS education is further attested to by the dedication of alumni who support the progress and the vision of the school and continue to be part of the school community as parents. It is the goal of SPIS that every student be an individual who models the example of Jesus Christ, a diligent lifelong learner, and a responsible citizen of the global community. The educational experience offered at SPIS supports this goal and is worthy of Blue Ribbon School recognition.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

The primary goal of instruction at St. Paul Interparochial School is to provide a learning experience in a Catholic environment that will assist the students in their spiritual, moral, intellectual, social, emotional, and physical development. The academic program is designed so that students can acquire the skills and knowledge that will enable them to assume a positive, active role in shaping the future of our society.

The school's curriculum is aligned to the academic guidelines provided by the Archdiocese of Newark which are designed to meet and exceed the New Jersey Core Curriculum Content Standards. The curriculum is based on the proven effectiveness of a traditional approach to educating young people while developing the skills needed for success in the 21st century. Students in need of academic support receive supplemental instruction through in-class assistance and a pull-out program provided in conjunction with Bergen County Special Services. An instructional support team comprised of speech, language, and occupational therapists, school psychologist, and student advocate assist teachers in their efforts to meet the individual needs of students. Lessons are designed to provide opportunities for all students to be challenged while mastering subject content. Technological resources such as software applications, and online textbook resources are used throughout the curriculum to support instructional excellence and strengthen foundational skills.

Reading/English Language Arts: Reading, writing, language, speaking, listening, and media literacy constitute the pillars of the reading/language arts curriculum. Literacy instruction is provided through a balanced approach with all strands integrated in the program of studies. Phonemic awareness is stressed in the primary grades providing the foundation for literacy skills development. The primary resource for reading/language arts instruction is the SuperKids program which integrates decoding, spelling, grammar, phonics, and comprehension. The intermediate grades build on the skills developed in the primary grades by applying reading strategies to short stories, novels, and informational text. In the intermediate grades the Houghton Mifflin's Journey series is supplemented with selected novels and informational text. Literary analysis of various genres including fiction, non-fiction, poetry, and myths is the core of the reading curriculum in the upper grades. The language arts curriculum in all grades includes direct instruction in spelling, vocabulary, grammar, handwriting, and holistic writing. Holistic writing is taught as a five-step process with evaluation based on a common rubric.

Mathematics: The mathematics curriculum in kindergarten through eighth grade is based on the Archdiocesan Mathematics Curriculum Maps. Students in grades four through eight are grouped homogeneously in order to provide the needed support or challenge. Students in kindergarten through grade five use the McGraw-Hill My Math series, which includes online textbooks and digital teacher resources. Students in grades six through eight continue with the McGraw Hill middle school texts. Algebra I is offered to grade eight students, who have demonstrated mastery of the pre-requisite mathematical concepts and skills. The curriculum provides opportunities for students to build their understanding of mathematical concepts, both concrete and abstract, and ample practice to master important skills. All concepts are taught, and practiced within a strong problem-solving approach, which empowers students with the knowledge and skills necessary for success in the 21st century.

Science: Science instruction is presented as a way of investigating the natural world and developing solutions. The main strands include scientific processes, science and society, mathematical application, nature and process of technology, life science, physical earth science, and environmental studies. Science is taught in an approach that integrates Science, Technology, Engineering and Mathematics (STEM). Students are guided in exploring the world using the Scientific Method and in solving real world problems using the Engineering Design Process. The use of iPads, laptops, and the state-of-the-art science lab enhance science understanding through hands-on and virtual experiences with science tools.

Social Studies/History: The disciplines of history, geography, civics, and economics constitute the social studies curriculum with interdisciplinary connections. Through project-based learning, current events, research, virtual and actual field trips, debating, and the review of primary documents, teachers provide

students with the knowledge, skills and attitudes needed to be responsible, democratic citizens and contributing members of an ever-changing global society. Integration of map and globe skills are used throughout the curriculum.

Pre-School: The “Little Shepherd” Pre-Kindergarten program is individualized, recognizing the developmental needs of early learners. All facets of child development are addressed in a caring, supportive, child-centered environment. The curriculum provides interactive and multi-sensory hands-on experiences in Religion, Fine Arts, Technology, Health/Safety, Language Arts, Mathematics, Personal/Social Development, Physical Education, Science, and Social Studies. The experiences in the Pre-Kindergarten program are designed to prepare children for the expectations of Kindergarten and lay the foundation for future learning. Children develop social skills, a sense of identity, community and school spirit that continues as they progress through SPIS.

2. Other Curriculum Areas:

Religion: A primary goal of the Religion curriculum is to develop the Catholic identity of each student. To that end, students in Pre-Kindergarten through grade eight receive daily instruction in the beliefs and teachings of the Catholic faith to further their spiritual formation and prepare them to participate in the sacramental life of the Church. The life of Jesus, the saints, sacraments, Scripture, morality, and Church history are studied. Each day begins and ends with community prayer. Attendance at monthly Masses and prayer services enhances the students’ spiritual life. The second grade students prepare for and receive the Sacraments of Reconciliation and Holy Eucharist. Students participate in service projects and outreach programs at the school and in conjunction with the parish and community.

Fine Arts: The fine arts curriculum is experienced by students in Pre-Kindergarten through grade eight and includes the weekly study of visual arts, music, and art history. Opportunities are provided for students in music, theater, and visual arts. The objective of the Fine Arts program is to expose students to: a variety of art media, the basic elements of art and design, and various artists and art history. This exposure provides students with a good foundation in visual arts and encourages the development their own creativity and artistic expression. The program develops fine motor skills, critical thinking and problem solving at developmentally appropriate levels.

Students learn basic music theory, music history, and the origins of sacred music in the Catholic Church. There is an emphasis on music appreciation designed to give the student the ability to understand and discern quality classical and contemporary music. A Christmas pageant and spring musical are performed annually. Students in Kindergarten through grade eight also have the opportunity to participate in a play performance through the Theater Arts Workshop.

Physical Education/ Health/Nutrition: The physical education program utilizes the President’s Challenge and Anti-Bullying program to emphasize the value of physical health and emotional well-being for students in Pre-Kindergarten through eighth grade during weekly classes. The curriculum develops life skills, athletic skills, cooperation, wellness, fitness, and nutrition. These objectives are addressed in regularly scheduled classes and in activities such as ASES (All Students Exercise Simultaneously), Jump Rope for Heart, Hoops for Heart, and Let’s Move in School. The Health Program curriculum for grades six through eight addresses nutrition, physical, emotional, and social health, personal hygiene, the systems of the body, and substance abuse prevention. These classes meet on a weekly basis.

World Language: St. Paul Interparochial School is in compliance with the Blue Ribbon Program’s foreign language requirements. The objective of the world language curriculum is to promote the goals of communication and an appreciation of cultural diversity within a faith-based environment. All students receive Spanish instruction. Students in Pre-Kindergarten through grade five have a weekly exposure to the language and culture. Grade six participates in bi-weekly classes. Students in grade seven and eight receive daily Spanish instruction with the culminating goal of Spanish I proficiency.

Technology: Technology Education classes are offered once weekly in grades Pre-Kindergarten through grade eight. The technology curriculum supports the integration of co-curriculum learning by utilizing technology platforms in the various subject areas. The basic computer skills such as keyboarding, word processing, and digital presentations are addressed. Computer Science instruction in the form of programming is offered to help nurture creativity and problem-solving skills. These prepare students for success in the 21st century. Students have access to laptops, tablets, iPads, and desktops throughout the school. Each classroom is equipped with an interactive whiteboard.

Library Science: The Library Science curriculum is two-fold, focusing on reading for personal growth and development of informational literacy for Pre-Kindergarten through grade eight. Students meet weekly to read, respond to literature, and form expressive ideas. Students learn research skills to find information from multiple sources and use proper citations following MLA formatting rules for research papers and presentations. Through the integration of classroom objectives and the collaboration with classroom instructors, the Library curriculum provides a program that meets the needs of all students.

3. Instructional Methods and Interventions:

The goal of instruction at SPIS is to develop students into contributing citizens of an ever-changing, technological, and global society. This is accomplished through instructional methods, which highlight the connection between learning and life.

Following a student-centered, standards-based and teacher-guided learning philosophy, curriculum is presented and assessed in a variety of formats to accommodate various learning styles. Creativity, practical applications, problem solving, and presentation skills are important components of every unit. Lesson objectives are clear and essential questions focus the instruction. Lessons are delivered utilizing authentic experiences that facilitate divergent thinking and the application of knowledge across the disciplines. Skills and information are presented with appropriate interdisciplinary units of study that bridge the boundaries between content areas.

Through direct teaching and practical application, students develop the skills necessary to become autonomous in their use of these techniques. Students identify their individual learning style to become better advocates for their own learning and to better utilize their strengths. Study skill techniques help students unlock their potential to be self-directed and motivated learners who are equipped to achieve academic success and increased learning.

The faculty recognizes that all children learn differently and progress at their own pace. To that end, SPIS faculty employ various teaching methods and strategies to ensure all students have the skills needed to reach their potential. The faculty is trained to distinguish the individual learning style of their students, whether visual, tactile, or auditory, and accommodate their needs appropriately.

Homogeneous groupings are used in grades four through eight, not only to enhance learning but to differentiate each student's individualized instructional needs. Many forms of assessment are provided for the students. Some of these are: oral reports and assessments, PowerPoint presentations, iMovies, diagrams, and group projects. Accommodations, in the form of extended time or working with a learning specialist, are made for some students when needed.

SPIS supports 21st century learning by providing teachers and students with access to technology and digital resources that enhance the teaching/learning process and facilitate communication and collaboration. SPIS faculty recognize that the more actively engaged the learner is in the act of learning, the more learning will be retained. Lessons incorporate a variety of instructional strategies, including experiential learning, collaborative learning, discussions and interdisciplinary teaching.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

As required by the Archdiocese of Newark, SPIS administers the TerraNova, Third Edition Common Core to students in grades two through eight. Individual and group achievement is reported relative to a norming sample that is representative of the national population. This nationally recognized standardized test is used to track student progress and monitor the effectiveness of instruction.

The TerraNova Mean Normal Curve Equivalent (MNCE) scores are reviewed annually with the expectation that they will reflect high levels of achievement and consistent growth. This expectation is based on the measure of student aptitude provided by the InView Test of Cognitive Skills published by CTB/McGraw-Hill and administered with the TerraNova assessment. The assessment verification accompanying this application shows that the school's TerraNova scores generally fall well within the above average range (75th-99th percentile) of the national percentile scale. Of particular note is the score trend for grades three through seven for both math and reading. (Grade eight was not included in the Archdiocese of Newark standardized testing program for 2010 through 2013). The MNCE trend lines for scores from 2010 through 2014 for grades three through seven in both math and reading have positive slopes indicating continued improvement. This growth is attributed to greater emphasis on data-driven decision making and focused professional development.

Ten out of the twelve 2014 TerraNova scores reported in the accompanying score tables exceed the 2014 Blue Ribbon cut scores by at least five points. The two exceptions to this are the Math scores in grades four and five. While the 2014 scores show a significant increase over the past five years, mathematics instruction in the intermediate grades continues to be an area of focus through the implementation of the Archdiocese of Newark Mathematics Curriculum Mapping.

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

A primary goal of St. Paul Interparochial School is to increase student learning. Various assessment data, including the scores from the TerraNova, are analyzed to determine areas of strength as well as identify opportunities for improvement. Decisions regarding student groupings and class placement are data driven based on standardized test scores, report card averages and teacher observation. Instructional Improvement Plans are developed each year based on these results. The plans provide insight and direction to the development of curriculum for maximum student achievement.

Subject area curriculum coordinators provide instructional leadership for decision making regarding learning materials in support of the curriculum. They also foster open communication and coordinate professional learning communities in relevant areas. Recent acquisitions of relevant resources including: textbooks, online materials, integrated technology, hands-on materials, and manipulatives support learning for the 21st century. Supplemental programs such as "First in Math" and "Writing Roadmap" help student fine tune basic skills in Mathematics and Language Arts. Improvement in student achievement corresponds to these additions.

Formal and informal assessments are used to monitor student learning and guide instruction. Rubrics for the evaluation of projects and class participation along with test and quiz scores comprise the grading formula in the academic guidelines. Student grades are stored in the Power School Teacher Gradebook and parents have the ability to monitor their child's grades through the PowerSchool Parent Portal. Interim progress reports, trimester report cards, and the TerraNova Home Report keep parents apprised of their child's academic performance. Parent-teacher conferences are conducted annually. Frequent and open communication with parents is encouraged. Information about school-level test results is communicated via formal presentation and summarized on the school website.

Part VI School Support

1. School Climate/Culture

St. Paul Interparochial School provides a positive environment that supports academic, social, and emotional growth through “The Science of Stewardship: A Way of Life” initiative. “The Science of Stewardship: A Way of Life” is defined as the stewardship of teaching the life skills required of good stewards and stewardship of the earth. Teaching Catholic Christian values and virtues, cultivating the intellect, and developing the capacity of right judgment are essential elements in preparing the students to take their place as faith-filled stewards in the Church and world.

The students and faculty are given many opportunities to explore their faith through prayer and worship. The Eucharist is celebrated at monthly Mass and on Holy Days of Obligation as a school family. Students participate in the Mass as lectors and altar servers. Frequent prayer services and retreats provide students and faculty with opportunities for thoughtful reflection. Christmas and Easter observances begin with school-wide retreat days that focus the school community on the true meaning of the seasons.

The school works to help students feel safe by establishing and sustaining a school environment free of harassment, bullying, and discrimination. A safe environment has a profound impact on student achievement and behavior. Safety drills, anti-bully assemblies, prayer, DARE education, family life instruction, and stewardship themes contribute to the safe school environment. The students are given the tools to make good decisions in a world full of peer pressure and temptations.

There is a strong sense of community and stewardship among the students at SPIS in their relationship with one another. Whether it involves religion, academics, social, or athletic situations, students learn to mutually support and encourage one another. The Student Council, composed of students from grades four through eight, use their many gifts and talents to foster an atmosphere of mutual respect and gratitude within the school.

Opportunities are provided for the students to express kindness, compassion, integrity, and a consideration for the rights of others. Some examples are: Red Ribbon Week, student ambassadors, school safety patrol, collections for those in need, community service, and Read Across America.

Teachers model teamwork for the students by incorporating lesson collaboration. Through grade-level and curriculum meetings, teachers share innovative ideas and strategies learned through attendance at professional development programs such as: the National Catholic Education Association Conference, Archdiocese of Newark Curriculum Mapping, and various workshops.

2. Engaging Families and Community

St. Paul Interparochial School has an extensive marketing plan in place to help “get the message out”. Open houses are held regularly and provide prospective parents a glimpse into a typical school day. School announcements and accomplishments are published in local newspapers and the weekly, parish newsletter and bulletins, displayed on the electronic sign in front of the school, and presented in the Annual Report. The Parent Faculty Guild secretaries disseminate information to the school community so all are informed about school events and accomplishments.

SPIS has a long tradition of parent and community involvement in both academic and extracurricular activities. The Parent Faculty Guild’s extensive fundraising activities have been essential to the school's operating budget and efforts to upgrade facilities and educational programming. Parents and community members generously volunteer time as members of the School Advisory Board, Executive Board Members of the Parent Faculty Guild, committee members, athletic coaches, and class volunteers.

SPIS works in conjunction with local government and safety officials. The Ramsey Police Department provides the DARE program to the grade five students, and the Ramsey Fire Department conducts

programs on fire safety for students. The Ramsey Police Department provides safety and emergency training workshops for the faculty several times per school year.

Honor students from Don Bosco Preparatory High School and St. Joseph Regional High School meet weekly after school with Saint Paul students as part of the St. Paul School Writing Center and STEM competitions. The high school honor students provide writing assistance for a variety of assignments from classroom essays to school newspaper articles and support for the National Engineer's Week Future City Competition STEM project.

SPIS Student Council members regularly represent the school during community activities including local town Veterans' and Memorial Day services. Members of the school community represent the school at local parish events including Church of the Presentation's Stewardship Day and St. Paul Parish Ministry Fair.

St. Paul Interparochial School has a long standing relationship with Ramapo College in Mahwah, NJ. The college places education majors in St. Paul School as student-teachers under the mentorship of members of SPIS faculty. The school provides an opportunity for these pre-service teachers to learn from experienced educators who, in turn, have the opportunity to observe and discuss teaching strategies and educational approaches being presented in teacher training programs.

3. Professional Development

Professional development impacts student achievement and is essential for continuous educational growth. The principal and teachers are responsible for creating professional improvement plans and goals for the school year. The principal reviews both and evaluates accomplishments to help set new goals for continuous improvement in collaboration with faculty. Teachers attend seminars to refresh standard practices, evaluate pedagogy, experience new visionary teaching tools, and learn techniques to meet the needs of the 21st century learner. The principal keeps the teachers abreast of services of national and regional curriculum associations in addition to those professional development programs sponsored by the Office of the Superintendent of Schools.

At various times throughout the year SPIS joins with local Catholic schools for workshops that address topics related to classroom teaching. These collaborative programs provide teachers with the opportunity to share ideas and discuss concerns. Based on the requirements of the Office of Catechesis in the Archdiocese of Newark, teachers are required to complete a three part Catechetical Certification program. In order to achieve certification in these areas, catechists complete several courses which have been designed by the Archdiocese of Newark. Upon successful completion of these courses, teachers are certified as catechists by the Archdiocese of Newark and are provided with on-going professional development opportunities.

Teachers and administrators gather annually with colleagues from Catholic schools in the surrounding area to share and discuss their successes and challenges. These opportunities for professional conversation and sharing help broaden each person's perspective and are often a source of new ideas and strategies. The principal attends several workshops and seminars hosted by the Archdiocese each year that specifically address topics related to administrative and supervisory responsibilities. Faculty members are encouraged to volunteer to serve on various Archdiocesan committees and as a result have been involved in the development of curriculum guidelines and have facilitated curriculum mapping workshops.

Faculty members form professional learning communities within the school in subject areas, grade-level, and specialty area configurations. These professional learning communities invite and welcome teachers from other schools in the area.

Professional speakers are invited to give informational seminars on a wide variety of topics such as assistive technology, anti-bullying techniques, and strategies for meeting the needs of all students, setting strategic goals, Catholic ideology, and safety. Teachers also attend workshops and conferences hosted by local public schools, regional schools and the National Catholic Education Association.

4. School Leadership

St. Paul Interparochial School has been co-sponsored by four parishes in Bergen County since 1988. The pastor of St. Paul parish is the pastoral administrator of the school, and as such, works with the principal in overseeing the spiritual and communal health of the school. The principal is the educational leader of the school and oversees daily school operations. The principal determines the policies and long range goals of the school in collaboration with the pastor, advisory board, assistant principal, faculty, and nurse. The fiduciary health of the school is monitored and reviewed monthly with the School Advisory Board, of which the pastor and assistant principal are members. Sub-committees of the board focus on the key areas of enrollment management, finances, marketing, facilities, and security.

The principal is the primary school administrator. She is focused on ensuring that SPIS is a place of academic excellence where spirituality is fostered in each child and evidenced by service to the school and wider community. Her management style is collaborative, yet decisive. Through regular meetings with faculty and staff, she keeps abreast of the school's climate and determines the priority of issues to be addressed. The effective implementation of the curriculum is monitored. The school rules, as outlined in the Parent and Student Handbook, are enforced. The principal assesses the effectiveness of the implementation of Instructional Improvement Plans through classroom observations, lesson plan evaluations, review of student work and behavior, and the review of assessment data.

The assistant principal is a full-time teacher who advises the staff and consults with the principal. Teachers meet on a regular basis in both grade level and subject focused meetings to address issues and strive for excellence in the learning environment. The entire faculty convenes monthly to discuss key initiatives and participate in staff professional development. The Parent Faculty Guild works diligently to create a community atmosphere while raising funds needed to support the operating budget and provide opportunities for social family connections.

The principal approaches the education of the children as a partnership between school and home. Frequent and caring communication promotes problem-solving and continuous improvement. The community as a whole celebrates individual and group achievement. An atmosphere reflective of a family community is prevalent upon entry to the school. Teachers, parents, and, as appropriate, students are invited into the decision making process to foster responsibility and honor the importance of all perspectives.

PART VII - NON-PUBLIC SCHOOL INFORMATION

The purpose of this addendum is to obtain additional information from non-public schools as noted below.

1. Non-public school association(s): Catholic

Identify the religious or independent associations, if any, to which the school belongs. Select the primary association first.

2. Does the school have nonprofit, tax-exempt (501(c)(3)) status? Yes X No
3. What are the 2014-2015 tuition rates, by grade? (Do not include room, board, or fees.)

2014-2015 Tuition

Grade	Amount
K	\$4785
1	\$4785
2	\$4785
3	\$4785
4	\$4785
5	\$4785
6	\$4785
7	\$4785
8	\$4785
9	\$0
10	\$0
11	\$0
12	\$0

4. What is the educational cost per student? \$7614
(School budget divided by enrollment)
5. What is the average financial aid per student? \$0
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 0%
7. What percentage of the student body receives scholarship assistance, including tuition reduction? 2%

PART VIII - ASSESSMENT RESULTS

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>TerraNova, 3rd Edition</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	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	81	87	76	72	68
Number of students tested	25	25	27	23	22
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Prior to March 2014 schools in the Archdiocese of Newark administered the 2008 version of the TerraNova, 3rd Edition.

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>TerraNova, 3rd Edition</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	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	71	68	61	72	59
Number of students tested	27	30	26	24	29
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Prior to March 2014 schools in the Archdiocese of Newark administered the 2008 version of the TerraNova, 3rd Edition.

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>TerraNova, 3rd Edition</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	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	71	68	73	65	55
Number of students tested	39	27	28	27	33
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Prior to March 2014 schools in the Archdiocese of Newark administered the 2008 version of the TerraNova, 3rd Edition.

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>TerraNova, 3rd Edition</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	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	79	77	66	56	72
Number of students tested	25	28	28	36	27
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Prior to March 2014 schools in the Archdiocese of Newark administered the 2008 version of the TerraNova, 3rd Edition.

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>TerraNova, 3rd Edition</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	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	87	82	72	81	78
Number of students tested	31	28	36	29	39
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Prior to March 2014 schools in the Archdiocese of Newark administered the 2008 version of the TerraNova, 3rd Edition.

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>TerraNova, 3rd Edition</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	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	84	0	0	0	0
Number of students tested	28				
Percent of total students tested	100	0	0	0	0
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Prior to March 2014 schools in the Archdiocese of Newark administered the 2008 version of the TerraNova, 3rd Edition.

TerraNova testing of Grade 8 students was optional within the Archdiocese of Newark prior to March 2014 testing.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>TerraNova, 3rd Edition</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	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	82	70	65	68	70
Number of students tested	25	25	27	23	22
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Prior to March 2014 schools in the Archdiocese of Newark administered the 2008 version of the TerraNova, 3rd Edition.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>TerraNova, 3rd Edition</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	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Feb
SCHOOL SCORES					
Average Score	76	65	67	76	60
Number of students tested	27	30	26	24	29
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Prior to March 2014 schools in the Archdiocese of Newark administered the 2008 version of the TerraNova, 3rd Edition.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>TerraNova, 3rd Edition</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	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	76	67	72	68	63
Number of students tested	39	27	28	27	33
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Prior to March 2014 schools in the Archdiocese of Newark administered the 2008 version of the TerraNova, 3rd Edition.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>TerraNova, 3rd Edition</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	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	79	83	69	64	76
Number of students tested	25	28	28	36	27
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Prior to March 2014 schools in the Archdiocese of Newark administered the 2008 version of the TerraNova, 3rd Edition.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>TerraNova, 3rd Edition</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	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	80	75	66	77	73
Number of students tested	31	28	36	29	39
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Prior to March 2014 schools in the Archdiocese of Newark administered the 2008 version of the TerraNova, 3rd Edition.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>TerraNova, 3rd Edition</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	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	80	0	0	0	0
Number of students tested	28				
Percent of total students tested	100	0	0	0	0
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Prior to March 2014 schools in the Archdiocese of Newark administered the 2008 version of the TerraNova, 3rd Edition.

TerraNova testing of Grade 8 students was optional within the Archdiocese of Newark prior to March 2014 testing.