

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 Dr. Thomas J. Altonjy Ed.D.

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

Official School Name Academy of the Most Blessed Sacrament

(As it should appear in the official records)

School Mailing Address 785 Franklin Lake Road

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

City Franklin Lakes State NJ Zip Code+4 (9 digits total) 07417-2225

County Bergen

Telephone (201) 891-4250 Fax (201) 847-9227

Web site/URL http://www.ambs.org E-mail taltonjy@rcmbs.org

Twitter Handle _____ Facebook Page https://www.facebook.com/AMBSFL 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, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent*Dr. Margaret Dames Ed.D. 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. Anthony Modafferi Esq.

(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	19	14	33
K	11	6	17
1	12	3	15
2	0	10	10
3	7	7	14
4	12	6	18
5	0	12	12
6	8	8	16
7	11	15	26
8	6	18	24
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	86	99	185

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 4 % Asian
 - 1 % Black or African American
 - 14 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 69 % White
 - 12 % 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: 2%

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	2
(2) Number of students who transferred <i>from</i> the school after October 1, 2014 until the end of the 2014-2015 school year	2
(3) Total of all transferred students [sum of rows (1) and (2)]	4
(4) Total number of students in the school as of October 1, 2014	215
(5) Total transferred students in row (3) divided by total students in row (4)	0.019
(6) Amount in row (5) multiplied by 100	2

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

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

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

8. Students receiving special education services: 12 %
22 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>3</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>8</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>12</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 |

9. Number of years the principal has been in her/his position at this school: 1
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	14
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	5
Paraprofessionals	4
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	0

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 13:1

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	94%	95%	95%	96%	96%
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.

Motivated by the love of Christ and committed to the pursuit of excellence, the school forms students who will become mature, socially aware, moral individuals.

PART III – SUMMARY

The Academy of the Most Blessed Sacrament (AMBS) is a Catholic school that serves students from toddler ages through Grade Eight residing in Franklin Lakes, New Jersey and surrounding communities in northwestern New Jersey. As one of the many elementary schools within the Archdiocese of Newark, AMBS began and continues as a vital component of both the parish and the archdiocese. AMBS has been accredited by the Middle States Association for the last fifteen years and has begun the process for its next reaccreditation in 2017. The demographics of the AMBS families and students are generally of an affluent socioeconomic caliber, and include a degree of cultural diversity among the student population. AMBS is a small faith-based educational community of approximately two hundred students that boasts a unique family atmosphere. The school offers small class sizes, a dedicated and caring faculty and staff, supportive parents, and strong parish collaboration.

Parents are an important component of the learning experience at AMBS. They volunteer their assistance through the Home Academy Partnership (HAP) by providing necessary manpower, coordinating fundraising efforts, and supporting classroom activities.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

The Academy of the Most Blessed Sacrament is guided by the Archdiocese of Newark and its curriculum is aligned with the New Jersey Core Content Standards and the Common Core Standards. Using differentiated instruction, individualized needs of students are addressed in order to help each child learn according to their learning styles. Differentiated instruction is evident across all grade levels and disciplines.

As a Catholic institution, faith formation is an integral component of the daily learning experiences within and throughout all disciplines. Students grow in their faith by witnessing firsthand the presence of God in literature, science, mathematics, history, art, and music.

In reading/English Language Arts, the curriculum strives to foster a lifelong appreciation of reading through expository, narrative, and persuasive texts. An integrated program encompassing writing, reading, and listening comprehension provides students with the necessary foundation and tools needed in all other curricular areas. The school's reading program allows students to demonstrate growth in oral fluency, reading/listening comprehension, and silent reading. Students grow in phonemic awareness and ability to analyze and evaluate more complex material. Diagnostic assessments are administered throughout the school year to monitor progress and ensure that students' needs are met and that they are being challenged. As students engage in reading fiction and non-fictional texts from a variety of authors, advanced readers are engaged in extension activities including research on topics of importance and moral interest. Special needs and struggling students utilize phonics based rules and other strategies for decoding unfamiliar words. Instruction occurs in class, within small groups, or with an inclusionary model for support. Preschool and early elementary students experience self-contained learning environments, while looping in ELA occurs within the upper elementary grades. Middle School students experience a double block daily where a content-specific teacher provides an integrated approach throughout the three years using discussion, literature circles, and cooperative learning in the study of current popular literature, classical pieces, and poetry.

A rigorous approach to the study of Mathematics includes an exploration of mathematics in everyday life and the development of mathematical reasoning skills. The acquisition and application of math skills are essential for the school's students to succeed in modern society. Students who perform at a higher level are provided the opportunity to further explore the curriculum through challenge assignments in a differentiated environment. Preschool and early elementary students experience self-contained learning environments, while looping in mathematics occurs within the upper elementary grades. Middle School students experience tracked ability classes where a content-specific teacher provides a more focused and individualized approach each of the three years. Pre-Algebra and Algebra I classes are offered to advanced students, while traditional grade level courses of study are available for special needs, struggling, and grade-level appropriate students.

Science instruction is inquiry based and involves hands-on experiences and experiments at all grade levels. Students explore science in the world around them and form an appreciation for the environment. The scientific method is supported throughout all grade levels and computer simulations, discussion of current science topics, investigations, research, and hands-on experiments are integrated throughout the curriculum. An emphasis on infusing technology into the study of science is evident across all grades through the use of laptops, smart boards, hand-held responders, document cameras, and electronic microscopes. Annual field trips to local farms, mines, and science centers enrich the learning experience and enable students to make connections to the concepts they are studying in the classroom. Preschool and elementary students experience self-contained learning environments for science supported by an additional faculty member who conducts weekly laboratory experiences and team teaches concepts in the curriculum. Middle School students are tracked by ability to foster more individualized instruction by a content-specific teacher throughout the three years.

Social studies/history curriculum and instruction provides a global perspective for students and an

appreciation for history as it relates to current events. The study of geography, economics, government, and civics is included to support the school's mission of developing socially aware students. Classroom debate, research, and reenactments are some of the pedagogical processes used to develop the appreciation and awareness of our past, current, and future world. Preschool and elementary students experience self-contained learning environments for social studies/history. Middle School students are provided small class settings taught by a content-specific teacher all three years.

AMBS provides four sequential grade levels to provide learning opportunities for toddlers and Pre-Kindergarten students. These include a toddler program, Pre-K 3 & 4, and a Transitional Kindergarten class. The school has a strong belief in not only providing for the social, emotional, and spiritual needs for these children, but also for their academic development. Therefore, all core curricular areas are addressed in the school's early childhood program. The early childhood curriculum is aligned to the elementary standards and provides a strong beginning foundation. Students who are acclimated to the learning environments in these early grades have a high success rate in the transition to Kindergarten and beyond.

2. Other Curriculum Areas:

Faith formation and sacramental preparation is integral to the students' moral development at AMBS, with the Catholic faith permeating each of the curricular areas of study. In addition, all students participate in a daily religion class where students gain a deeper understanding of the Catholic Church, its beliefs and practices, and are encouraged to develop a personal relation with God, Jesus, and the Holy Spirit through daily prayer, class activities, and service to others. In particular, the school's middle school program forms four houses of students (with each house named after a saint) in which a combination of Sixth, Seventh, and Eighth Grade students learn and practice their faith in the daily classroom setting and through a series of community service endeavors.

Above and beyond the core curricular areas, AMBS is dedicated to providing an enhanced and varied program where several additional offerings are provided on a weekly basis to students in every grade level from The Prep toddler program through Grade Eight. These programs follow their own curricula and also serve to assist, supplement, and strengthen the core curricular areas and teachers.

Students attend visual arts class once a week where they participate in an appreciation of art in our world by accentuating the various seasons, events, and holidays celebrated within the school community and globally. Students gain an understanding, develop an appreciation of their own abilities, and use art as a means to express their own message in a larger sense by working with peers for a common goal. As an example, younger and older students participate in a pumpkin carving unit where service and encouragement are woven throughout. The carvings culminate in a community appreciation evening where the final products are viewed and enjoyed by adults and children.

The music program offers students opportunities to not only develop their personal and choral singing skills, but also an appreciation for music and an understanding of music theory. Music is offered to early childhood and elementary students once a week. The Middle School students have an additional music period once a week to enhance their skills and understanding, while also being engaged in an interdisciplinary study of music history. Students put their practice into action by engaging in singing at public events and celebrations, such as Mass, Prayer Circles, Veterans Day recognition program, and the Advent tree lighting.

Physical education/health is provided twice a week to all grade levels in the school. The school prides itself on offering a program that helps students develop lifelong habits of physical activity and an educated positive attitude towards health and wellness. Students learn the importance of teamwork on the playing field and in the gym which carries over to the academic classrooms where cooperative learning is found. The building blocks of living healthy lives through preventative measures and mental well-being are explored in health units designed to complement the physical exercise offered in physical education.

AMBS has a strong foreign language program in which Spanish is studied, practiced, and developed. The

frequency of instruction increases progressively through the advancement of grades, ranging from once a week for toddlers through Grade Two, twice a week for the upper elementary classes, and three class sessions for the middle school students. Study of the Spanish language and culture is reinforced throughout the school in daily interactions, projects, and celebrations. The Academy of the Most Blessed Sacrament is in compliance with the program's foreign language requirements.

A technology class is offered to all students once a week and is complemented with a similar media session. Both classes are taught by the school's librarian with flexibility to concentrate the focus on one or the other depending upon the needs of the core classroom teachers. Technology class is offered in the school's computer lab and students reinforce their keyboarding skills, use of Microsoft Office software applications, electronic research including plagiarism, and all intertwined with etiquette and safety in using the internet.

3. Instructional Methods and Interventions:

In order to meet the needs of each student within the school community, differentiated instruction is utilized as the primary pedagogical tool. This approach enables teachers to address each child's learning style and enhance his or her learning experience. The Academy of the Most Blessed Sacrament maintains a student-to-teacher ratio that maximizes the effectiveness of a differentiated methodology. A "one size fits all" approach is not the norm at AMBS, but rather trying to help each student achieve his or her personal best by having faculty recognize the most effective approach to learning for each student. In addition to differentiated instruction, whole group instruction, classroom discussions, learning centers, projects, and problem-based learning are also utilized as some of the other common instructional methods. Recognizing that students gravitate at AMBS to hands-on learning, there is strong evidence in many classrooms where students actively engage in the learning process through a variety of student-based learning.

The variety of instructional techniques employed by the faculty also extends to the formative and summative assessments that students experience, which also contribute to the learning process. Although traditional paper and pencil assessments are administered, students can be found demonstrating their knowledge through the participation and use of portfolios, project-based situations, experiments, labs, science projects, presentations, historical reenactments, and technology-based assignments.

With a student population encompassing a spectrum of ability levels, the faculty works diligently to employ methods to reach students appropriately. Some classes are leveled by ability in the middle school (mathematics and science) that allows even smaller class sizes to exist and opportunities for increased depth and breadth for the more accelerated students, while below grade level students are provided with needed reinforcement and skill development. The upper elementary grades utilize looping for language arts, mathematics, and science so that consistent and continuous instruction by the same content-specific teacher occurs during Grades Four and Five.

The infusion and integration of technology as a learning tool enhances the learning experience and facilitates the connection for students to the world around them. The faculty – recognizing the importance and presence of technology in students' personal and educational lives – helps students develop a cumulative technological skill set by offering many opportunities to employ the available hardware and software, along with the internet, in a variety of ways. This includes student interactive lessons, lectures, and research.

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

Summative and formative assessments are administered regularly in all grade levels throughout the school year to provide teachers with important educational feedback regarding the comprehension of the curriculum and the progress of students along the continuum of standards. Teachers utilize the formative assessments to not only assess students currently, but as a tool to inform and guide their classroom instruction in the immediate future. Reviewing overall and individual results, teachers obtain important information for their consideration regarding mastery of a skill, misconceptions about a concept, the need to reteach, or a potential curricular revision.

Each year in early March, the Academy of the Most Blessed Sacrament – following archdiocesan protocols and requirements – administers CTB McGraw Hill’s TerraNova, 3rd Edition standardized assessment to all students in Grades Two through Eight. Students in Grade Two take a multiple choice version of the assessment. Students in Grades Three through Eight take a version of the test that includes multiple choice and constructed response items. The TerraNova is used to assess student achievement in Reading, Language, Mathematics, Science, and Social Studies.

Results of March 2015 standardized testing show AMBS students in Grades Two through Eight scoring well above the national average in Reading and Mathematics. In comparison to Blue Ribbon cut scores, five of the six AMBS Reading grade levels exceeded cut scores by twelve or more points. Similar results are evidenced in Mathematics. The greatest difference in AMBS scores compared to Blue Ribbon cut scores occurred in Grade Six for Reading and in Grade Three and Grade Eight for Mathematics, with a difference of nineteen and twenty-two percentile points, respectively.

The staff is guided in an analysis of the TerraNova data and work individually, in pairs, or small groups to identify specific curricular areas in need of improvement. From this analysis an annual Instructional Improvement Plan is developed. This plan identifies a specific improvement goal and outlines the steps that will be taken to make progress towards this goal. Periodic progress checks occur in the form of formal and informal meetings, grade level and content-related sessions, professional development, and formal observations and classroom walkthroughs. Currently, the school is working to improve Grade Five mathematics achievement.

Parents are provided with their children’s testing results and an overview of school level results. Parents use these results as one important indicator of student progress. Together with faculty, parents plan for any immediate needs or concerns while providing essential data for the next school year.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

The Academy of the Most Blessed Sacrament centers its focus on the most important people in the school community – the students. A school climate and culture of respecting oneself, acceptance of others, pride in the school, and living our Catholic faith in words and actions permeates the high standards and expectations on a daily basis. Through a variety of classroom and school wide activities, events, and practices, students quickly acclimate to the culture and maintain and cultivate the culture for years to come.

Respecting the opinion of students and providing an opportunity to express and share feelings and thoughts is one example of how students are supported and encouraged to develop their individual gifts at AMBS. The faculty and administration value student opinions and suggestions, and the school’s Student Council provides students with a forum for presenting ideas for consideration and implementation. Giving students a voice in a democratic process and truly listening to them generates enthusiasm for a wide variety of projects and activities throughout the year. Students are eager to be involved in community service and many of the ideas they present involve efforts to help others in need. AMBS students’ desire to make the world a better place fuels their motivation and engagement.

The involvement of parents and families, along with a caring and dedicated faculty and staff and parish leadership team, provides a positive environment that supports students in their academic development, as well as their social, emotional, and religious growth. Together, the adults involved demonstrate in actions and words their willingness to go above and beyond to help students in their journeys.

Teachers and staff at AMBS mirror the way in which they are treated as adult professionals in their interactions with students. Administration strives to create a warm, caring, pleasant, and comfortable work atmosphere that trickles down to the students. Each morning, faculty and staff meet for a Morning Huddle to share information, hear announcements, discuss situations, laugh a bit, and pray as the day begins. After this formal interaction, the individual interaction in classrooms, hallways, at drop-off and pick-up, along with the principal’s open door policy create a climate where people feel respected, appreciated, and valued. Acts of kindness provided by the parent organization in the form of appreciation gifts, meals, and events truly make faculty and staff feel cherished.

2. Engaging Families and Community:

The Academy of the Most Blessed Sacrament utilizes various forms of media to communicate message, mission, updates, and news. The primary educators – parents – are kept updated regularly in mailings, through e-blasts, or via the school’s recently upgraded and improved website. Working closely with classroom teachers, class parents assist with a variety of seasonal activities, classroom projects, fundraising efforts, and service learning opportunities. An open invitation is extended to parents to attend monthly Mass, Prayer Circles, assembly programs, and field trips. Parents in the upper elementary grades and middle school have access to progress, grades, and attendance through the parent portal of the school’s student data management system.

The school year begins with an annual Back to Academy Day, where parents are afforded an opportunity to mingle with other parents, complete and submit necessary paperwork, and visit a variety of vendors offering services and products. The parents are engaged in the Principal’s Convocation, where a keynote address allows a personal interaction between the parents and administration.

Parent conferences are another means for engaging parents. Scheduled officially once a year, informal conferences are held frequently at parental request. It is also not uncommon to find teachers and parents engaged in friendly conversation at dismissal time.

A wide variety of family-oriented activities occur throughout the school year to provide opportunities for

families to socialize and form bonds. Some of these activities are also fundraisers for the school. These events include a pumpkin lighting, new family ice cream social, breakfast with Santa, book fair, science fair, Advent tree lighting, musical, basketball, and a tricky tray auction.

In communicating with the community, the school's website has been cited by several prospective families as an important factor in making the decision to pursue enrollment at AMBS. The school's website and the parish website both contain lateral links to each other thereby increasing visibility and ease of access. The school also provides a weekly update in the parish's bulletin for each weekend, which is hand delivered to attending parishioners and available online, as well. In addition, the school maintains an effective working relationship with the local public school administration and public library staff to coordinate and collaborate when appropriate.

The school, in keeping with its outreach mission, has engaged its students and families with many partnerships involving area hospitals, nurseries, schools, colleges, shelters, and blood banks. The school hosted its first salute to veterans, in which eight local veterans were honored for their service to the country through history, music, prayer, speeches, and appreciation gifts.

3. Professional Development:

The administration and faculty of the Academy of the Most Blessed Sacrament are firm believers in being lifelong learners. Continuing education and improving pedagogy are integral components of the professional life of the educators of the school. Teachers are required to submit an annual professional improvement plan which is rooted in the goals and objectives developed during the instructional improvement plan process. Outcomes of observations and self-reflections provide impetus for teachers to explore areas of interest and/or identified areas of needed improvement.

Several times throughout the year, the faculty has an opportunity to explore various topics during scheduled in-service days. Some of these are held at the archdiocesan level, while others are locally developed and executed. Recently, teachers were engaged in curricular, safety and security, observation, and technology workshops. Many staff take advantage of individual opportunities as representatives on archdiocesan committees, as well as attending content-related professional development. State and national conferences attended by several educators at AMBS provide global interaction and opportunities to return with new and purposeful ideas to explore. Some staff members are currently engaged in graduate work at local colleges and universities. External professional development providers also visit AMBS to provide initial training and subsequent follow-through with individualized visits to classrooms. Most recently, the school utilized the expertise of a college professor and former reading specialist to address improved pedagogy in leveled reading.

In-house mentoring of new teachers has the double benefit of assisting a novice teacher, while grounding the skills of the mentor teacher. Peer observations between the two educators help each grow in a non-evaluative climate. Even if not in this official partnership, teachers throughout the school regularly engage in educational dialogue with colleagues as they plan their units and lessons. This includes both curricular and grade level conversation. For example, there are articulation meetings with consecutive grade levels about topics related to a particular course of study and middle school teachers regularly meet to discuss the needs of particular students or group of students and the best approach to helping them succeed.

The development of the budget includes a strong emphasis on securing funds for the purpose of professional development and the school ranks professional learning as a priority. Teachers are strongly encouraged to attend available professional development opportunities above and beyond the required ones and return rejuvenated and willing to share and turnkey their experiences.

4. School Leadership:

The pastor, associate pastor, and the principal serve as the school's leadership team and set the climate of the school. Working closely together, these individuals communicate, collaborate, and coordinate in order to provide for the needs of the school community and offer the children enrolled at AMBS the best possible educational experience. AMBS has an active, pastor-appointed School Advisory Board that meets monthly and assists in providing the leadership team with perspective and advice for consideration in decision-making in a variety of areas.

The principal has the main responsibility to lead the school on a daily basis and throughout the school year. The leadership philosophy is based on servant leadership, with Jesus Christ as a perfect example. In following a servant leadership model, the focus is on serving others and not on the needs of the leader. The principal's expectations for the faculty and staff at AMBS are the same in their work with children and families. In addition, a collaborative model exists at AMBS between the leadership and faculty, staff, and parents. Major decisions are not made in a vacuum, but rather informed decisions are made based upon input and feedback gathered formally in electronic surveys or informally through group and individual dialogue.

The collaboration is also evident with the school's official parent organization, HAP. With fundraising as the group's main function, the school relies on parental support and contributions gained from a variety of fundraisers. However, parental involvement does not revolve around this function solely. The principal holds periodic open forums throughout the school year for parents to share their thoughts, concerns, suggestions, or comments.

The focus and collaborative goals at AMBS of all stakeholders – faculty and staff, parents, principal, Advisory Board, and parish – are centered on developing the student as a child of God and as a responsible member of society. Strong Catholic identity is reinforced and practiced to ensure the school's mission to enable students to learn skills that will serve them as lifelong learners, productive citizens, and parishioners of the future.

Through effective leadership, AMBS has been able to make strides in improving student achievement through: the development of houses in the middle school where students interact across grade levels; the growing early childhood program which provides a solid foundation before entering Kindergarten, including the transitions program; the doubling of daily meeting time for the middle school language arts literacy program; the inception of a weekly science lab for the elementary grades; and the increased infusion of technology across all content areas.

PART VI * INDICATORS OF ACADEMIC SUCESS

Certainly the sum of effective parts leads to a successful whole and this rings true for the Academy of the Most Blessed Sacrament. Many factors contribute to the educational experience here and a determination of one practice that makes AMBS so successful is not an easy task. That said, the practice that permeates AMBS and is an integral component of the educational experience here is the infusion and incorporation of the Catholic faith in a variety of ways. Although students receive daily formal instruction in religion, the practice, exploration, and reinforcement of the faith occurs many times a day in planned events. Prayers open and close the school day with additional global prayers sprinkled throughout other parts of the day. Prayer Partners link the younger children with older student role models who form a buddy system of sorts for the practice of the faith and other curricular and extracurricular events. Prayer Circles are held almost weekly where Prayer Partners meet and the school as a whole participates in an organized, student created and student led prayer service. Attending Mass together happens at least monthly and Prayer Partners sit together at church.

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 X No

3. What is the educational cost per student? \$9844
(School budget divided by enrollment)

4. What is the average financial aid per student? \$51

5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 0%

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

PART VIII - ASSESSMENT RESULTS FOR NORM-REFERENCED TESTS

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	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	91
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>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	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	75
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>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	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	75
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>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	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	85
Number of students tested	27
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>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	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	85
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>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	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	94
Number of students tested	22
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, 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	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	84
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>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	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	85
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>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	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	75
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>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	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	90
Number of students tested	27
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, 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	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	81
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>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	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	90
Number of students tested	22
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: