

***U.S. Department of Education***  
***2016 National Blue Ribbon Schools Program***

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[ ] Public or [X] Non-public

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

Name of Principal Sr. Mary Louise Shulas

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

Official School Name St. Augustine of Canterbury School

(As it should appear in the official records)

School Mailing Address 45 Henderson Road

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

City Kendall Park      State NJ      Zip Code+4 (9 digits total) 08824-1506

County Middlesex

Telephone (732) 297-6042      Fax (732) 297-7062

Web site/URL http://www.staugustinenj.org/school      E-mail srshulas@staugustinenj.org

Twitter Handle \_\_\_\_\_ Facebook Page \_\_\_\_\_ 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 \*Ms. Ellen Ayoub      E-mail eayoub@diometuchen.org  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Diocese of Metuchen      Tel. (732) 562-2446

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 Mrs. Claudette Klimczak  
(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

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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

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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	30	43	73
K	22	29	51
1	24	27	51
2	20	28	48
3	25	28	53
4	21	22	43
5	28	23	51
6	20	17	37
7	28	20	48
8	19	27	46
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
<b>Total Students</b>	237	264	501

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 19 % Asian
  - 5 % Black or African American
  - 3 % Hispanic or Latino
  - 2 % Native Hawaiian or Other Pacific Islander
  - 70 % White
  - 1 % Two or more races
  - 100 % Total**

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

5. Student turnover, or mobility rate, during the 2014 – 2015 school year: 21%

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

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2014 until the end of the 2014-2015 school year	61
(2) Number of students who transferred <i>from</i> the school after October 1, 2014 until the end of the 2014-2015 school year	46
(3) Total of all transferred students [sum of rows (1) and (2)]	107
(4) Total number of students in the school as of October 1, 2014	506
(5) Total transferred students in row (3) divided by total students in row (4)	0.211
(6) Amount in row (5) multiplied by 100	21

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: 1%  
 Total number students who qualify: 4

8. Students receiving special education services: 7 %  
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 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>0</u> Other Health Impaired                 |
| <u>0</u> Deaf-Blindness        | <u>15</u> Specific Learning Disability         |
| <u>0</u> Emotional Disturbance | <u>22</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: 15
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	<b>Number of Staff</b>
Administrators	4
Classroom teachers	24
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	9
Paraprofessionals	6
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 21:1

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

<b>Required Information</b>	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011
Daily student attendance	97%	97%	97%	97%	97%
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.

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

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

Yes  No

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

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

Saint Augustine School's mission is foster in its students a love for the values found in Catholicism while providing an academic program based on excellence and the full development of their unique talents and abilities.

## PART III – SUMMARY

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Saint Augustine of Canterbury School is a Pre-K - 8 Roman Catholic parochial school located in Kendall Park, New Jersey. The school is under the stewardship and leadership of the Diocese of Metuchen and accredited by AdvancED/North Central Association. Having recently celebrated the 50th anniversary of its founding, Saint Augustine School has a successful history of over five decades that continues to fulfill its mission to foster in its students a love and respect for the values found in Catholicism while providing an academic program based on excellence and full development of the unique talents and abilities of the students. The school's goal is to encourage its students to be living models of its mission at school, at home, and in the community.

events to all classrooms and common areas in the school building via a closed-circuit TV system. In 2010, KTN received Today's Catholic Teacher Magazine's Innovation in Education Award for the innovative way in which it enables students to spread good news throughout the school.

## PART IV – CURRICULUM AND INSTRUCTION

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### 1. Core Curriculum:

Saint Augustine of Canterbury School takes pride in providing a core curriculum that is closely aligned with state and national standards and embraces a 21st Century model infused with technology and delivered using modern classroom best practices. For English/Language Arts (ELA) and Mathematics, great care has been taken to adapt the Common Core State Standards within the parameters of diocesan curriculum guidelines. The Science and Social Studies curricula are aligned to the New Jersey Core Curriculum Content Standards.

Student performance in the core subjects is evaluated using the Terra Nova 3 standardized test published by CTB/McGraw-Hill. The test is administered to all students in grades 1 to 8 each school year in March. Test results are analyzed yearly to track the students' year-to-year growth and to identify areas of high achievement and areas in need of improvement.

The ELA curriculum is a comprehensive program that integrates reading, grammar, spelling, penmanship, vocabulary, journaling, and oral presentations. The Middle School program includes a 30-minute block focused specifically on writing in addition to the standard 60-minute ELA class period. ELA concepts and skills are used across the curriculum at every grade level. The program strives to instill a love of reading and develop writing skills from journaling to editing to publishing. All the major types of writing styles are taught: Narrative, Persuasive, Cause/Effect, Expository, and Descriptive. Creative multimedia projects support and reinforce language arts skills. Oral presentations begin in Pre-K with "Show and Tell" and progress to more formal presentations required at the higher-grade levels. The school celebrates the Alliance for Excellent Education's Digital Learning Day with collaborative writing projects created with Web 2.0 tools such as Storybird and Glogster. As students advance through each grade level, they accumulate a digital writing portfolio that is used in conjunction with in-class assessments and standardized test results to evaluate their progress.

Instruction in Mathematics is provided within a supportive learning environment. The teachers present math concepts and practice math-related skills with a focus on the acquisition and mastery of basic skills. Recognizing the importance of learning along a continuum, the faculty implements group activities using manipulatives, technology, and game-based learning. The use of real-life experiences and authentic assessments in the math curriculum provide opportunities for problem solving, logical reasoning, and critical thinking. Math journaling enables ELA concepts to be integrated as well. This blending of tradition and 21st century tools and methods creates an environment where differentiated instruction occurs organically within the classroom. For grades six through eight, an accelerated program is offered to students who have exhibited an aptitude in Mathematics. Eighth graders in the accelerated program have the opportunity to take Algebra I in preparation for high school.

Students study Life Science, Earth Science, and Physical Science throughout all grade levels. As with Mathematics, the Science curriculum blends traditional textbooks with rich digital resources to engage students and drive learning. STEM-based projects develop critical thinking and analytical skills. Through experimentation, students use scientific inquiry and the scientific method to make observations and inferences. They learn to recognize relationships, predict outcomes, use variables, interpret data, draw conclusions, and record them. Language Arts skills are integrated into Science through journaling, lab reports, and research paper/projects in the upper grades. Students at all grade levels have the opportunity to use the school's state-of-the-art science laboratory. The Science Department hosts an annual Science Fair showcasing student-created projects in which they formulate a real-world hypothesis, perform experiments, collect and analyze data, and draw conclusions based on their observations.

The Social Studies curriculum is introduced in the primary grades with the study of families and neighborhoods. Grades three and four begin to learn about civics and government by exploring the functioning of local, state, and national communities. In grades five and six, the focus is on the study of the Earth's Western and Eastern Hemispheres, both in terms of geography and also cultural influence. In grades seven and eight, emphasis is placed on learning about the history of the United States. At the same time,

there is a focus on the history that takes place in the world around us each and every day. As a result, the students become active global citizens. Map skills, current events, and good citizenship - including particular emphasis on cyber-citizenship - are introduced in Pre-Kindergarten and are developed throughout each grade level.

The Early Childhood Curriculum is aligned to New Jersey state standards consistent with those of Kindergarten through Grade 3. It is taught through thematic units while focusing on instilling Catholic values and beliefs. Pre-K students receive instruction in all four core subject areas, laying a foundation of critical skills and concepts in Language Arts, Mathematics, Science, and Social Studies that they will expand upon in Kindergarten and beyond. The Pre-K program incorporates hands-on learning for students to be fully engaged during the learning process and offers students opportunities for independent learning through centers and teacher guided groups. Students who attend the Preschool program and continue into Saint Augustine's elementary school are well prepared for the rigorous curriculum they will be studying. In addition, they are ready to follow directions and participate in a classroom setting, both of which are of critical importance as they progress in school.

## **2. Other Curriculum Areas:**

Saint Augustine of Canterbury School takes a whole-child approach to education which includes not only the traditional core subjects, but also the Arts, Physical Education, World Language, Technology, and Religion. These other subjects are not considered "non-core"; rather, they are an integral and seamless part of the educational experience, providing for the students' physical, social, emotional, and spiritual growth and giving them the opportunity to develop their unique skills and talents.

The Arts curriculum covers both the visual and performing arts. All students from Kindergarten to Grade 8 attend one Visual Arts class per week. Classes are 40 minutes for grades K to 5 and 30 minutes for grades 6 to 8. Students progress from basic art skills in the early grades to more advanced techniques such as sculpture and printmaking in the Middle School. Each new project presents the students with an opportunity to express their creativity while developing problem-solving skills that can be applied in all subjects. Students in grades K to 5 have one 40-minute Music class per week where they learn basic music theory and begin to develop their talents as singers, dancers, or musicians. Public events such as art shows, concerts, and musical productions showcase the students' talents, hard work, and dedication.

Saint Augustine School offers a comprehensive Physical Education program for Pre-Kindergarten through Grade 8. Students in all grades attend gym class once per week for 30 or 40 minutes, depending on grade level. Each grade's specific program emphasizes the benefits of physical activity and respect for one's self and others. Students are exposed to a variety of experiences which allow them to improve their motor skills, participate in activities which promote problem solving and critical thinking, and develop self-initiated behaviors which foster teamwork, fair play, and safety.

Saint Augustine of Canterbury School is in compliance with the program's foreign language requirements. Middle School students are given the opportunity to study a foreign language as part of their regular class schedule. World Language classes meet twice per week for a total of 60 minutes of instruction, and are attended by all students in Grades 6 to 8. Currently, Spanish is offered to the sixth and eighth graders, while Grade 7 continues their study of Italian that began last year. In the first year, students learn foundational concepts and explore the people and culture associated with the language they are studying in order to provide vital context. In subsequent years, they delve deeper into the structure of the language itself, expanding both grammar and vocabulary as they learn to "think in the language" rather than simply translating from English. The language skills the students learn in World Language class closely parallel and reinforce those from their English/Language Arts classes while at the same time expanding their awareness of cultures outside their home country.

The Technology curriculum is aligned to the New Jersey Core Curriculum Content Standards for Technology and the National Educational Technology Standards. It is structured to provide sequenced instruction over time in order to prepare students for a world in which productivity is measured through the increased utilization of technology and to create 21st Century independent, computational, and creative

thinkers. Computer class is attended weekly by students in all grades, including Pre-K, and are 30 minutes in length. Within the weekly Computer Class, the students receive age-appropriate lessons in keyboarding, word processing, graphing & spreadsheets, multimedia presentations, collaborative project-based learning, Financial Literacy, Internet Safety, Cyberbullying and Digital Citizenship. 6th grade students have been among the winners of the New Jersey Association for Educational Technology's annual Six Sounds Podcast Contest. STEM concepts and coding are introduced through the annual participation in the Hour of Code and Engineer's Week. This systematic approach to tech education puts into use the digital tools that are an integral part of the classroom, library/media center, and computer lab.

Saint Augustine School is first and foremost a Catholic school and as such, Religion is an important part of each student's learning experience. Faith formation begins informally in Pre-K, where students learn about the symbols of Catholicism and begin to say prayers as a group. In the elementary grades, Religion becomes a formal part of the school day with class time specifically devoted to learning about the people, places, and events that define and shape the Faith. For the second graders, special emphasis is given to preparing for the Sacraments of Reconciliation and the Eucharist. In the Middle School, students go to a formal Religion class every day for 30 minutes. There, they further expand their study of Catholicism and the Catholic Social Teachings with the goal of becoming living witnesses to their Faith. This culminates in 8th grade when the students choose a patron Saint and prepare to receive the Sacrament of Confirmation. By developing a love for the values of Catholicism, students become able to make better choices and are better equipped to deal with the challenges that life presents them.

### **3. Instructional Methods and Interventions:**

The Saint Augustine of Canterbury School faculty utilizes various instructional methods and interventions in order to meet the diverse needs of the students and achieve instructional goals.

One method used in all grades is incorporating multi-modalities into the lesson plan across the curricula. Video or audio content may be added to a science lesson to engage the students and provide additional reinforcement of the concept being taught. Manipulatives and games are used frequently to make abstract math concepts more concrete. Books on CD allow auditory learners to hear stories as they read them. Presentation tools such as Nearpod replicate the lesson content, audio-visual reinforcement, and interactive activities onto student-held devices, thereby making the lesson more engaging and hands-on.

Differentiation is achieved primarily through flexible tiered groupings based on proficiency in the specific subject or skill as determined by placement tests, basic skills tests, and standardized tests. Individual expectations and students' learning styles are also taken into account. Student performance is assessed throughout the school year formally and informally to continuously refine differentiation strategies. In the Middle School, formal and informal assessment is ongoing, and flexible grouping is used throughout the curriculum. Formal assessments are used to place students in Math classes based on ability, where the focus of the curriculum is on application of higher order thinking skills in a variety of ways. Other core classes generally contain students of mixed ability levels, where groupings will frequently feature higher-level students assisting their lower-level classmates. Across the curricula, all students are challenged to apply skills to solve real world problems, and above-level students are challenged with more sophisticated problems and extension activities.

Differentiation is also implemented through the integration of technology into the learning environment. The companion app to the K to 5 math curriculum enables students to practice skills that they may be struggling with and allows them to move onto the next skill if they are ahead. The digital components of all four core subject curricula, as well as some non-core subjects, provide differentiated interactive lessons which are high interest and student centered. Finally, Google Classroom is used with grades 4 to 8 to provide video content to help remember challenging concepts, games to practice skills, exit questions, and projects which are differentiated for students.

Assessments are tiered to meet the needs of all students, whether they perform at, below, or above grade level. The Language Arts curriculum provides reading selection tests for approaching grade level students and skill tests with a fresh read for students at grade level and beyond grade level. Math tests are also

modified in a similar way, with performance testing for grade level and beyond grade level and skill level tests for approaching grade level students.

By implementing these instructional methods and interventions, the faculty of Saint Augustine School strives to ensure that no child is left behind, and no child is held back from achieving their full potential.

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

Saint Augustine of Canterbury School uses a variety of assessments to analyze and improve student and school performance. The primary assessment tool used by faculty and school administrators to measure student performance in the core subject areas is the Terra Nova 3 test published by CTB/McGraw-Hill. The test is administered in the Spring of each year to all students in grades 1 to 8 with accommodations made for students with an Individual Education Plan as specified. In class, student performance is routinely measured using tests, quizzes, informal observation, class participation, homework and class projects, group and independent work, and rubrics appropriate for the subject area and grade level.

The data from these diverse sources is analyzed carefully by faculty and school administration to track student performance and identify areas of high achievement and those in need of improvement. Teachers meet regularly in Professional Learning Community (PLC) groups to share assessment results and observations and to discuss strategies to address any areas of need. With input from the Principal, the PLC groups may review the curriculum for updates, individualize lesson plans, offer after-school tutoring, recommend grade level meetings, and suggest summer reading projects to assist students who are performing below expectations.

For example, class year-to-year growth is tracked and negative trends are given high priority when reviewing instructional practices. A school-wide trend of insufficient growth in Reading performance was identified in 2013, resulting in additional emphasis being placed on Language Arts instruction the following year. The outcome was that growth in Reading performance as measured in 2014 not only met, but in most cases far exceeded established diocesan standards.

Assessment results are communicated to parents and other stakeholders in several ways. Student grades and in-class assessment results are stored in a Student Information System (PowerSchool) that is accessible to parents via an Internet portal. Progress reports are issued quarterly and include comments and recommendations from teachers specific to each student. While standardized test results are not published to the general public, they are sent to parents as soon as they are available and communicated directly at a workshop hosted by the Principal.

Saint Augustine School maintains its high level of academic performance by placing high expectations on its teachers and students. Teachers are reviewed by both the Principal and their peers to ensure that classroom practices are conducive to 21st Century learning. Students are challenged with tier-leveled learning, including providing students with ongoing projects to continue when finished with other work. After-school programs such as Odyssey of the Mind, Mad Science, and Bricks4Kidz encourage students to use creativity and critical thinking to solve real world problems. The Honor Roll, Knights of Accomplishment awards, and membership in the National Junior Honor Society recognize high-achieving students and provide a standard to which others can aspire.

## PART V – SCHOOL SUPPORTS

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### **1. School Climate/Culture:**

Saint Augustine of Canterbury School engages and motivates its students by providing a culture which supports their growth academically, socially, emotionally, and spiritually.

The school culture begins with providing a faith-filled environment that encourages students to achieve their full potential. Catholic values are evident everywhere in the daily interaction of students, Pastor, Principal, faculty, staff, and parents. Catholicity is visible through respectful relationships that exist among and throughout the school community. Prayer, sacraments, liturgical celebrations, service projects and activities that are extended to many charitable organizations are woven into the fabric of the school experience. The goal is always to create a safe, welcoming environment in which learning can take place.

Student engagement and motivation is also enhanced with special school events such as field trips, assemblies, pep rallies, and dress-down days. Students in Kindergarten have 8th grade “buddies” to act as mentors and with whom they share special events. The highlight of the school year is Catholic Schools Week, in which students and teachers participate in events centered around the common theme of promoting Catholic Education.

Academic growth is fostered through a rigorous standards-based curriculum, infused with technology and grounded in 21st century best practices at all grade levels. Textbooks have been augmented or replaced with rich digital resources that draw students into their subject matter in new and engaging ways. Multi-modal and differentiated instruction allow students to learn at their own pace and in the manner which best suits their needs. Learning is extended beyond the classroom through video conferencing, virtual field trips, and distance learning events with other schools and partners such as NASA, Discovery Education, and Read Around the Planet.

Sports teams and clubs ranging from Babysitting to Drama to Robotics provide a means for students to engage with each other to share common interests and develop vital social skills. In addition, community service projects and programs such as Anti-Bullying and Digital Citizenship are offered to foster students’ awareness of social issues outside of school. Working in concert with the school’s Home School Association, students serve as good-will ambassadors throughout the community.

The same clubs and activities that promote social growth also provide students with positive emotional reinforcement and increased self esteem. Equally important are faith development and spiritual growth, which are fostered through participation in school Masses, religious retreats, and the Religion curriculum. Further emotional support is provided by a professional counsellor who makes regular visits to the school.

Saint Augustine School is blessed with highly-qualified, dedicated, and enthusiastic educators whose Catholic faith and commitment to academic excellence are evident inside the classroom and out. Their efforts are supported through an open channel of communication with school administration and support staff which provides access to regular professional and faith development opportunities and timely in-class technical support. Throughout the year, the Pastor and administration will organize faculty luncheons and celebrations to show appreciation for their efforts and encouragement towards future school success.

The culture of Saint Augustine School creates above all else an environment where teachers love to teach and students love to learn, and all strive together to meet their goals.

### **2. Engaging Families and Community:**

Saint Augustine of Canterbury School employs diverse strategies in order to build and maintain a strong connection with school families and the community at large. The use of multiple communication channels to provide information and receive feedback, and participation in public service projects combine to engage the greater community and make it part of the school family.

The primary channel of communication between the school and community is its website. The home page displays vital information such as upcoming events, community action alerts, school news, and emergency bulletins when required. It also acts as a portal through which a school parent or other visitor can access the Student Information System (PowerSchool), school forms and handbooks, and detailed pages which display a snapshot of the learning activities taking place in each class. The school utilizes mass contact services such as Constant Contact (e-mail) and the Honeywell Instant Alert System (telephone) to provide targeted information quickly and efficiently. The Principal publishes a regular newsletter highlighting notable issues and events and reporting progress towards school goals. Press releases and articles about the school appear frequently in the church bulletin, the diocesan newspaper, and local print and digital news outlets.

Feedback from the community is vital to the school's success. Events such as Back to School Night, orientation meetings, class parent meetings, and parent breakfasts allow the Principal to communicate directly with school parents and to receive valuable feedback. Additional information about the pulse of the school community is obtained through periodic stakeholder surveys. Survey data is analyzed along with feedback received through other channels to gauge how well the school is meeting the needs of its students, its school family, and the greater community, and to promptly address any areas of need.

Students at all grade levels actively and eagerly participate in service projects that benefit local charitable organizations, active duty military personnel, and our veterans. School-wide fundraisers and service projects are also organized, often in collaboration with the parish community, to aid larger causes nationally and abroad. The gratitude of the beneficiaries is evident in the cards and letters received by the students, and the students take great pride in knowing that they were able to give service back to the community and make a difference in the world around them.

Saint Augustine School is privileged to serve an engaged, active, and supportive school community. The school is blessed to have an award-winning Home School Association, which sponsors fundraising, social, and spiritual events made more successful through the generous support of the school community. It is this support, earned through community service and fostered through open lines of communication, that enables the school to continue to grow and achieve its goals.

### **3. Professional Development:**

Saint Augustine of Canterbury School takes a thoughtful and diversified approach to professional development. A successful 21st Century learning environment demands that teachers and administrators alike continuously update existing skills and acquire new skills to keep pace with modern best practices and the ever-increasing integration of technology into the curriculum.

Saint Augustine School's professional development program begins at the administrative level. The Principal attends regular workshops on topics such as classroom management, teaching strategies, and curriculum. She chairs a diocesan committee on curriculum and participates in peer-group meetings where principals from various diocesan schools share techniques and strategies that they have found to be successful. Any new skills and information obtained from these meetings is brought back to the school and becomes incorporated into areas of professional development for the teachers.

Teacher professional development takes place in several ways. In-service professional days are scheduled throughout the school year in which outside specialists are invited to present intensive workshops on various topics. Workshops on implementing the Danielsen classroom model and utilizing Peace Praxis relaxation techniques have resulted in a more peaceful and engaging classroom environment with a constructivist approach to learning and regular differentiated instruction. Teachers may also attend workshops outside of school with the full support of the school administration, then model what they have learned for their peers during these in-service days.

Professional development opportunities are available from several in-school sources as well. The Technology Coordinator and Technology class teacher offer monthly workshops designed to introduce

teachers to new technology tools and to model ways to better integrate technology into classroom instruction. A Google Classroom devoted to classroom technology integration was created so that teachers can access timely resources at their own pace. Teachers are encouraged to utilize the wealth of training opportunities embedded into the digital resources that accompany many of the core curriculum textbooks. Finally, teachers meet regularly in their Professional Learning Community groups where they can share what they have learned and create concrete strategies to put newly acquired skills and techniques into practice.

Unique to a Catholic school is the emphasis on faith in all aspects of school life, especially in the classroom. As part of their role as catechists, teachers attend regular faith formation workshops offered by the diocese and provided to the school via video conferencing. Through these workshops, teachers of all grade levels gain a deeper understanding of the principles of the Catholic faith and the social teachings of the Catholic Church that they in turn share with their students.

#### **4. School Leadership:**

The leadership philosophy of Saint Augustine of Canterbury School is one of strong commitment to the values of Catholic education and the ways in which it enables students to grow academically, socially, and spiritually. School leaders work in close collaboration with all stakeholders to ensure that the school fulfills its mission and achieves its goals.

The school leadership is composed primarily of the school Principal and the Pastor of Saint Augustine of Canterbury Parish. Together, they provide a unified vision that drives all school policies and initiatives. They are supported by a School Advisory Council (SAC) which acts as a liaison between the primary leadership and community stakeholders. Teachers are also empowered by the Principal to assume leadership roles throughout the school.

The Principal presides over the day-to-day operation of the school. A seasoned, forward-thinking educator and member of the Religious Community, she is uniquely able to serve as both a spiritual and educational leader to the school community. The Principal is responsible for the performance of the faculty, making regular observations of classroom activities and providing constructive evaluations based on established best practices. She engages directly with the school community, maintaining an open channel of communication through which important information is disseminated and concerns can be heard and addressed. She works closely with the Pastor to provide the resources for students to reach their full potential as well as grow spiritually, academically, and socially. Her leadership at both the school and diocesan level earned her the Diocese of Metuchen Principal of the Year award in 2008.

The Pastor is the spiritual leader of both the school and the parish community. He celebrates monthly school Masses in church and is a frequent participant at in-school prayer services and special events, providing faith-based inspiration and encouragement to students and faculty alike. The Pastor bears the responsibility for maintaining the school building and grounds, often identifying and planning for large capital improvements years in advance to lessen the financial burden to the school. He also provides the financial backing for the school's various instructional initiatives, especially in the area of technology integration.

The SAC is divided into committees overseeing various aspects of the school's operation. They participate in local and diocesan planning meetings and assist the school's administration in analyzing and interpreting data, reviewing stakeholder feedback, and making recommendations for improvement.

Saint Augustine School's teachers assume leadership roles in several ways. The Principal appoints four Unit Leaders who chair Professional Learning Community (PLC) groups, lead unit meetings, and act as liaisons between the Principal and the other unit teachers. Seasoned teachers mentor new or less-experienced colleagues through grade-level partnerships, PLCs, and their general availability as a source of support. Finally, the entire faculty will meet as a whole or in self-directed groups to plan for and execute special projects and school-wide events such as Catholic Schools Week.

Under the leadership of the Principal and Pastor, policies and regulations are adhered to for the well-being of each student. With the active support of all stakeholders, Saint Augustine School is able to provide a safe, clean, and nurturing environment consistent with its vision of Catholic Education.

## PART VI \* INDICATORS OF ACADEMIC SUCESS

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Saint Augustine of Canterbury School has implemented a successful technology integration strategy that provides a 21st century learning environment for all students that builds through each grade level.

## PART VII - NON-PUBLIC SCHOOL INFORMATION

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

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

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

3. What is the educational cost per student?      \$5395  
(School budget divided by enrollment)

4. What is the average financial aid per student?      \$1188

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

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

**PART VIII - ASSESSMENT RESULTS FOR NORM-REFERENCED TESTS**

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**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Terra Nova 3</u>
<b>Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>2011</u>
<b>Publisher:</b> <u>CTB/McGraw-Hill</u>	<b>Scores are reported here as:</b> <u>Scaled scores</u>

School Year	2014-2015
Testing month	Mar
<b>SCHOOL SCORES</b>	
Average Score	634.3
Number of students tested	45
Percent of total students tested	95.74
Number of students alternatively assessed	
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Asian</b>	
Average Score	649
Number of students tested	11
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Terra Nova 3</u>
<b>Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>2011</u>
<b>Publisher:</b> <u>CTB/McGraw-Hill</u>	<b>Scores are reported here as:</b> <u>Scaled scores</u>

School Year	2014-2015
Testing month	Mar
<b>SCHOOL SCORES</b>	
Average Score	697
Number of students tested	47
Percent of total students tested	97.92
Number of students alternatively assessed	
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Asian</b>	
Average Score	709.7
Number of students tested	10
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Terra Nova 3</u>
<b>Grade:</b> <u>5</u>	<b>Edition/Publication Year:</b> <u>2011</u>
<b>Publisher:</b> <u>CTB/McGraw-Hill</u>	<b>Scores are reported here as:</b> <u>Scaled scores</u>

School Year	2014-2015
Testing month	Mar
<b>SCHOOL SCORES</b>	
Average Score	699.7
Number of students tested	42
Percent of total students tested	97.67
Number of students alternatively assessed	
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Asian</b>	
Average Score	699.8
Number of students tested	12
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Terra Nova 3</u>
<b>Grade:</b> <u>6</u>	<b>Edition/Publication Year:</b> <u>2011</u>
<b>Publisher:</b> <u>CTB/McGraw-Hill</u>	<b>Scores are reported here as:</b> <u>Scaled scores</u>

School Year	2014-2015
Testing month	Mar
<b>SCHOOL SCORES</b>	
Average Score	711.9
Number of students tested	48
Percent of total students tested	96
Number of students alternatively assessed	
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:** Asian subgroup not reported due to having fewer than 10 tested students in this grade.

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Terra Nova 3</u>
<b>Grade:</b> <u>7</u>	<b>Edition/Publication Year:</b> <u>2011</u>
<b>Publisher:</b> <u>CTB/McGraw-Hill</u>	<b>Scores are reported here as:</b> <u>Scaled scores</u>

School Year	2014-2015
Testing month	Mar
<b>SCHOOL SCORES</b>	
Average Score	732.7
Number of students tested	46
Percent of total students tested	97.87
Number of students alternatively assessed	
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:** Asian subgroup not reported due to having fewer than 10 tested students in this grade.

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Terra Nova 3</u>
<b>Grade:</b> <u>8</u>	<b>Edition/Publication Year:</b> <u>2011</u>
<b>Publisher:</b> <u>CTB/McGraw-Hill</u>	<b>Scores are reported here as:</b> <u>Scaled scores</u>

School Year	2014-2015
Testing month	Mar
<b>SCHOOL SCORES</b>	
Average Score	749.9
Number of students tested	46
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:** Asian subgroup not reported due to having fewer than 10 tested students in this grade.

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Terra Nova 3</u>
<b>Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>2011</u>
<b>Publisher:</b> <u>CTB/McGraw-Hill</u>	<b>Scores are reported here as:</b> <u>Scaled scores</u>

School Year	2014-2015
Testing month	Mar
<b>SCHOOL SCORES</b>	
Average Score	653.3
Number of students tested	47
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Asian</b>	
Average Score	657.7
Number of students tested	11
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Terra Nova 3</u>
<b>Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>2011</u>
<b>Publisher:</b> <u>CTB/McGraw-Hill</u>	<b>Scores are reported here as:</b> <u>Scaled scores</u>

School Year	2014-2015
Testing month	Mar
<b>SCHOOL SCORES</b>	
Average Score	683.6
Number of students tested	47
Percent of total students tested	97.92
Number of students alternatively assessed	
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Asian</b>	
Average Score	696
Number of students tested	10
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Terra Nova 3</u>
<b>Grade:</b> <u>5</u>	<b>Edition/Publication Year:</b> <u>2011</u>
<b>Publisher:</b> <u>CTB/McGraw-Hill</u>	<b>Scores are reported here as:</b> <u>Scaled scores</u>

School Year	2014-2015
Testing month	Mar
<b>SCHOOL SCORES</b>	
Average Score	682
Number of students tested	42
Percent of total students tested	97.67
Number of students alternatively assessed	
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Asian</b>	
Average Score	678.9
Number of students tested	12
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Terra Nova 3</u>
<b>Grade:</b> <u>6</u>	<b>Edition/Publication Year:</b> <u>2011</u>
<b>Publisher:</b> <u>CTB/McGraw-Hill</u>	<b>Scores are reported here as:</b> <u>Scaled scores</u>

School Year	2014-2015
Testing month	Mar
<b>SCHOOL SCORES</b>	
Average Score	685.9
Number of students tested	48
Percent of total students tested	96
Number of students alternatively assessed	
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:** Asian subgroup not reported due to having fewer than 10 tested students in this grade.

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Terra Nova 3</u>
<b>Grade:</b> <u>7</u>	<b>Edition/Publication Year:</b> <u>2011</u>
<b>Publisher:</b> <u>CTB/McGraw-Hill</u>	<b>Scores are reported here as:</b> <u>Scaled scores</u>

School Year	2014-2015
Testing month	Mar
<b>SCHOOL SCORES</b>	
Average Score	701.6
Number of students tested	46
Percent of total students tested	97.87
Number of students alternatively assessed	
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:** Asian subgroup not reported due to having fewer than 10 tested students in this grade.

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Terra Nova 3</u>
<b>Grade:</b> <u>8</u>	<b>Edition/Publication Year:</b> <u>2011</u>
<b>Publisher:</b> <u>CTB/McGraw-Hill</u>	<b>Scores are reported here as:</b> <u>Scaled scores</u>

School Year	2014-2015
Testing month	Mar
<b>SCHOOL SCORES</b>	
Average Score	719.6
Number of students tested	46
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:** Asian subgroup not reported due to having fewer than 10 tested students in this grade.