

U.S. Department of Education
2017 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 Sister Rita Marie Fritzen OSF

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

Official School Name All Saints Catholic Academy

(As it should appear in the official records)

School Mailing Address 19 West 13th Street

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

City Bayonne State NJ Zip Code+4 (9 digits total) 07002-1437

County Hudson

Telephone (201) 443-8384 Fax (201) 443-8387

Web site/URL http://www.ascabayonne.org E-mail rfritzen@ascabayonne.org

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. Brian McCabe
(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

1. 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. 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. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2017 in order to meet all eligibility requirements. 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 2011 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: 2012, 2013, 2014, 2015, or 2016.
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 has not been identified by the state as "persistently dangerous" within the last two years.
9. 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.
10. 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.
11. 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.
12. 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 (2016-2017) 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, 2016 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	37	34	71
K	14	17	31
1	22	24	46
2	17	20	37
3	17	29	46
4	21	20	41
5	22	24	46
6	20	11	31
7	25	25	50
8	27	12	39
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	222	216	438

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 10 % Asian
 - 1 % Black or African American
 - 12 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 77 % White
 - 0 % 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 2015 – 2016 school year: 1%

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, 2015 until the end of the 2015-2016 school year	4
(2) Number of students who transferred <i>from</i> the school after October 1, 2015 until the end of the 2015-2016 school year	3
(3) Total of all transferred students [sum of rows (1) and (2)]	7
(4) Total number of students in the school as of October 1, 2015	494
(5) Total transferred students in row (3) divided by total students in row (4)	0.014
(6) Amount in row (5) multiplied by 100	1

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

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

7. Students eligible for free/reduced-priced meals: 1 %

Total number students who qualify: 5

8. Students receiving special education services: 16 %
72 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>68</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>4</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: 2
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 including those teaching high school specialty subjects	22
Resource teachers/specialists/coaches e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	6
Paraprofessionals under the supervision of a licensed professional supporting single, group, or classroom students.	6
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 20:1
12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2015-2016	2014-2015	2013-2014	2012-2013	2011-2012
Daily student attendance	98%	96%	98%	96%	98%
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 2016.

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.

ASCA in the Catholic tradition imparts faith and ethics as well as prepares students to be active participants and problem solvers in a global economy.

PART III – SUMMARY

All Saints Catholic Academy (ASCA), serving Pre K 3 – Grade 8, opened its doors on September 8, 2008. The viability of Catholic education in Bayonne was examined by the Archdiocese of Newark and clergy two years prior to its founding. Because of the struggling economy and a decrease in student population, consolidation was necessary-- thus, ASCA was born out of the four heritage schools of St. Andrew's, St. Mary Star of the Sea, Our Lady of Mt. Carmel, and St. Vincent de Paul.

ASCA is located minutes outside Manhattan in Bayonne, New Jersey, a culturally diverse community which embraces solid middle-class values and where families are generational, many residing near family or in the same houses they grew up in. Newcomers are enticed by this old-time charm, and the city's population has grown 1.9% in recent years.

This family-like atmosphere is espoused at ASCA as well. Parents view ASCA as a safe home where a faith-based education is as important as character modeling by the ASCA community to ensure that God and the Catholic faith are infused into every lesson. Faculty and staff view students and parents as extended family. The school's positive learning environment is fostered by the principal's warm greeting daily, monthly assemblies recognizing outstanding achievements, and innovative activities and lessons -- all of which make ASCA a place where students are nurtured spiritually, socially, and emotionally, resulting in outstanding academic success.

Rooted in the ethos of "Faith, Respect, Service, and Academics," ASCA strives to strengthen a love of faith and a strong sense of ethics in the Catholic tradition. ASCA prepares students to be active participants in the global economy by identifying problems, evaluating situations, and solving challenges.

As a faith-based school, the ASCA community led by student leaders prays together every morning. Older and younger grades look forward to partnering together for religious and secular activities including STEM projects. Every spring students collaboratively plant flowers and vegetables in the sustainable Tagliareni Memorial Garden (est. 2012). These vegetables are shared with local food kitchens.

ASCA is known for its service and charitable contributions to local and national charities. Student Council and the school community collected over 800 bags of food for local food pantries and raised over \$45,000. ASCA traditionally celebrates Spirit Week every fall. Each homeroom sponsors a charity, and the annual Faculty/8th Grade Olympics is held. ASCA participates in Hudson County's Crayon Recycling Program and the Catholic Schools Week annual American Heart Association's Jump-A-Thon. In the spirit of service and competition the school ranks as a top 3 donor yearly.

Accredited by the Middle States Association of Colleges and Schools, ASCA's staff -thirteen of whom hold advanced degrees - cultivate a nurturing, stimulating environment where students are unafraid to share strengths as well as weaknesses. State-certified teachers use Marzano's Higher-Yield Instructional Strategies to create a challenging learning atmosphere. Using best practices, teachers engage students using various techniques including project and tiered-based learning, differentiated instruction, hands-on manipulatives, and cross-curriculum projects. In the 2015-2016 ASCA made a concerted effort to incorporate STEM activities beyond the traditional Science and Math curriculum.

Technology is at the forefront. Teachers have integrated Smartboards and tablets into the curriculum. Students use Chromebooks to code and perform research while others view newsreels on Smartboards to evaluate primary sources.

For high-achieving students advanced studies are provided. Students with world language proficiency are given the opportunity to travel to Spanish-speaking countries such as Spain during the summer. In Project Accelerate students examine Native American culture culminating in a final media arts project. In partnership with Marist High School, Medquest allows students, interested in health careers, to participate in hands-on lessons in the field of medicine.

ASCA is dedicated to developing solid academic, critical thinking, and communication skills as well as appreciation for civics, fine arts, and physical fitness. Student leaders toured state and local government agencies and hosted a Town Hall with a local state assemblyman. Students participate in yearly seasonal concerts, and ASCA's Children's Choir annually performs at local events. The art program has yielded over twenty art awards, including the National Award for the Elk's Drug Free Poster Contest. With an emphasis on hard work and sportsmanship, ASCA sports teams consistently rank in the top tiers of municipal and CYO basketball. More notably, ASCA's 5th Grade students have medaled in NJ PAC's Ballroom Dance Competition since 2012. This 21-year-old program partners "teaching artists" with 5th graders to instruct students in ballroom dancing essentials while building self-esteem and confidence.

ASCA's commitment to education is furthered fostered by the clergy, school board, Home School Association and parents. As ASCA's hand-in-hand partners, they mold its students into faith-filled, critical thinking individuals who will become leaders and role models for generations to come.

ASCA is truly honored to be eligible to apply for Blue Ribbon status.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

ASCA follows the prescribed comprehensive curriculum as set forth by the Archdiocese of Newark and enhanced by New Jersey Core Curriculum Standards. Core Curriculum subjects include: Reading/Language Arts, Mathematics, Science, and Social Studies. The Catholic faith is incorporated into each subject area in order to connect everyday living to Christ-centered values inspired by Gospel teachings.

Reading/Language Arts: Reading, writing, language, public speaking, listening, and media literacy are the foundation of the reading/ language arts curriculum. Phonemic awareness is stressed in the primary grades laying the groundwork for literacy. Instruction integrates decoding, spelling, grammar, phonics, and comprehension. Intermediate and junior high grades build on primary skills by applying strategies learned to the reading of short stories, novels, poetry, and informational texts. These grades also incorporate literary analysis of a variety of genres.

At all levels of instruction, ASCA’s goal is to develop active readers and writers by meeting students at their ability levels. The language arts curriculum at every level includes direct instruction in spelling, vocabulary, grammar, handwriting, and the five step writing process. Using the Writing across the Curriculum process, students incorporate writing in all other curriculum areas. ASCA’s main aim is to graduate life-long readers who can effectively communicate and have a strong moral base.

In order to “organize and prioritize information and ideas presented in lectures (and) identify important information from discussions and presentations,” upper grade students are enrolled in a year-long program, Education Elevate, where techniques for critical reading, writing, research, organizational, study, and test taking skills are highlighted, taught, and practiced. Post seminar skills increased by an average of 35% in the topics of the use of Cornell notes, using critical reading methods, graphic organizers, and balanced study time tables.

Mathematics: Vertically aligned, the Mathematics curriculum encompasses number sense, computational skills, measurement, geometry, patterns, fractions, data and graphing, problem solving, and algebra as well as additional mathematical concepts which are grade level appropriate. With Smartboards in every classroom, teachers use textbook and non- textbook websites, videos, and math games to practice and reinforce concepts. Early grades benefit from the use of manipulatives to model skills and help master abstract mathematical concepts.

Instruction centers on applying mathematics to real-life situations. This practice develops students into life-long problem solvers. Likewise, students are urged to solve these problems using various approaches which will be shared with their peers and explained through written or verbal responses. It is through this manner that students cultivate confidence in knowing that problem-solving is never a one-size-fits all approach. This approach to math education allows creativity to flourish and student collaboration to become more meaningful.

ASCA’s math curriculum provides students with a solid foundation in logic and reasoning, preparing them to transcend academics to real-life situations.

Science: At ASCA the science curriculum integrates Catholic teachings within Life, Earth, and Physical Science as well as the scientific process and math applications. Students are encouraged to apply key scientific inquiry skills and concepts through hands-on and virtual experiments and labs and inquiry-based activities.

During the 2016-2017 school year ASCA students in grades five through eight will be involved in the Archdiocesan STEM Expo Initiative. This program requires students to use science concepts to develop solutions to address the global challenges identified in the United Nations’ Sustainable Development Goals.

Social Studies: ASCA's social studies curriculum reinforces a multicultural and global perspective that will prepare students to transition into becoming responsible citizens. Catholic faith and values as well as respect and service are integrated into its academic standards. As a result, the students emerge as stewards of the community and environment for future generations.

Major themes include: American history, World history, culture, civics, government, geography, map skills, and economics. These are explored from local, state, national and global levels. Primary and secondary sources, documentaries, fiction and non-fiction texts, document-based questions, current events, virtual tours, field trips and guest speakers including state and local leaders enhance studies and bring history to life. The Student Council models U.S. representative democracy by giving students a voice in their community. Each year over 55% of students participate in school-wide elections, familiarizing them with the election process, voting procedures, public policy, speech writing, and public speaking. Elected student representatives spearhead community outreach efforts.

Pre-K: ASCA's Pre-K 3 and 4-year-old program provides a spiritual, safe, and comfortable learning environment. The Pre-K program follows Archdiocesan guidelines which incorporate the New Jersey Preschool Teaching and Learning Standards. Activities allow children to develop both gross and fine motor skills. A thematic approach allows for the content integration of Mathematics, Technology, Language Arts, Science, Social Studies, Foreign Language, Art, Music and Movement. ASCA Pre-K program's mission is to provide a learning environment where each child feels valued and acquires the foundational knowledge necessary to achieve success at the current level and in the primary grades.

2. Other Curriculum Areas:

Religion: It is ASCA's practice for Gospel values to be infused into all areas of the curriculum. Religion is taught as a daily subject to all grades. Students explore Scripture, Creed, prayers, and the meaning of the Mass and Sacraments. This program helps students lay a positive foundation for faith formation and develops how their faith applies in their daily lives.

Visual Arts: Enhancing fine motor skills, self-expression, and creativity, the Art program merges Art History, culture and technique. Classes meet weekly in grades Pre-K through 8. A Smartboard is used to introduce art, videos, and techniques to develop art appreciation. Through technology and a variety of mediums, students express their talents. At the annual school art exhibit students display paintings, sculptures, collages, photography, computer-generated art and many other varieties of creativity.

Performing Arts: Designed with sequential and age-appropriate songs that inspire, teach, and celebrate, the "Spotlight on Music" Series is the core aspect of the music curriculum at ASCA. On a weekly basis all grades learn concepts and skills, read and perform music, present aural and written music critiques, and celebrate with sacred, patriotic, seasonal, and holiday music. Lessons offer instruction in rhythm, melody, harmony, and style as well as form, dynamics, and tempo. Two major seasonal concerts are performed annually. The school choir performs during masses and municipal events. Instrumental music classes are offered after school.

Students are provided with opportunities to experience live production, such as Shakespeare's A Midsummer Night's Dream through the Shakespeare LIVE! Program performed by The Shakespeare Theatre of New Jersey. ASCA also sponsors a local theater group that performs age-appropriate plays and musicals with ASCA students serving as the actors and stage crew.

Physical Education/Health: Offered weekly to students in grades Pre K –6 and biweekly for Grades 7 and 8, the physical education program focuses on developing an attitude that will value a healthy body and a healthy mind. It encourages the individual to understand that physical activity can present challenges and provides opportunities for social interaction, self-expression, and teamwork. Students are encouraged to learn and develop skills that will enhance their lifetime enjoyment of physical activity. Age appropriate activities, exercises, gross motor skills, and team sports are planned. ASCA incorporates skills developed by the President's Council on Physical Fitness.

Foreign Language: All Saints Catholic Academy is in compliance with the program's foreign language requirement. Spanish is taught once a week in grades Pre-K to 3. Grades 4-6 are taught twice a week, while Grades 7 and 8 are instructed three times a week. The World Language curriculum is designed to teach listening, speaking, and writing, with an emphasis on communication and exposure to the beauty and richness of Spanish-speaking countries and culture. Through interactions with others, students acquire the ability to understand and to be understood in Spanish; this provides them with authentic, real-life context to develop their language skills. Crucial for expanding career opportunities, it is known that individuals who effectively communicate in more than one language, with an understanding of cultural context, are globally literate and more competitive to confront challenges in the 21st century.

Technology: In addition to integrating technology throughout the curriculum, formal computer classes are held in a state-of-the-art computer lab. Throughout their ASCA careers students learn keyboarding, word processing, and coding and become proficient in the use of Microsoft Word, Excel, and Power Point. Age appropriate web browsing, online research skills, and safety skills are also taught. The use of www.learning.com reinforces critical digital literacy skills.

Library: Students in Pre K-3 through Grade 4 are provided with Library classes once per week. Students become familiar with the organization of a school library and explore their love of the written word as well as perform research through references and online sources. Students in Pre-K attend library in small groups for story time which is followed by questions to strengthen their pre-reading skills. Students in Grades 5 through 8 may also use library resources on an individual basis for research or reading enjoyment.

3. Instructional Methods, Interventions, and Assessments:

ASCA strives to develop life-long learners and empower its students to become independent, active members of society. To achieve this goal, it is essential to reach all children through a variety of instructional methods, interventions, and assessments as each child is a unique individual.

ASCA classes are heterogeneous, thus learning styles are as varied as the levels of understanding. Differentiated instruction allows teachers to meet the needs of their students as does tiered-teaching, ensuring all students' needs are addressed.

Using Howard Gardner's Multiple Intelligences theory, teachers incorporate different teaching techniques to meet the dominant style of each student. Logical-mathematical learners with an affinity to patterns and reasoning may solve puzzles, use manipulatives, or code, while visual-spatial learners illustrate or graph concepts, linking prior knowledge to self-creation. Likewise, with highly developed literary skills, verbal-linguistic learners create word games or write poetry. In contrast, interpersonal learners must interact with others; cooperative learning, "think, pair, share," and peer tutoring in subjects like math fulfill these pupils. This allows higher achieving students to excel while allowing students with challenges to succeed. Still, nature walks, examining soil samples, and observing chicks hatched from eggs satisfy the naturalist. For those attuned to kinesthetic styles of learning, hands-on experiments, dramatization, and crafts allow students to self-internalize information.

Every classroom is outfitted with Smartboards or Smart Tables. This technology allows teachers to reach a variety of learners from kinesthetic/tactile learners to those who are more visual or auditory. Through the use of online games - some provided by text series, others independently obtained - students actively and physically engage with learning. Through websites like Brainpop, NatGeo, and Study Jams, students watch video clips and then collaborate on quizzes. Similarly, auditory learners listen to stories, read aloud, and hear and repeat Spanish conversations.

Technology is infused across the curriculum. Chromebooks and iPads are used for research and to design 3D molecular and compound models in junior high science.

In its mission to cultivate 21st century problem-solvers within the world economy, STEM is integrated within every discipline. This enhances students' lessons and allows them to internalize and own learning experiences, imparting confidence to critically think. Using cooperative learning, team work and leadership,

students have created solar ovens, amusement parks, paper-scrappers, bridges, robots, and balloon cars.

Intervention techniques such as graphic organizers, peer tutoring, portfolios, and teacher observation help identify students' learning challenges. The local school district provides assistance through a Child Study Team to evaluate the needs of students with learning challenges and develop Individualized Service Plans.

Teachers follow the ISP's recommendation along with providing various teaching methods and assessments to monitor and evaluate student progress. Differentiated instruction ensures that all students are reached and challenged.

Standardized tests and other benchmark indicators like chapter tests, projects, essays, and presentations are used as summative evaluation. In-school and after-school supplemental instruction is provided by the local school district to those students with an ISP.

In accordance with archdiocesan policy, ASCA administers the Terra Nova assessment annually to students in grades 2-8. Results of the Terra Nova are analyzed using summary and individual reports accessed through the testing company's online reporting system. Teachers review individual and class scores analyzing strengths and weaknesses. Material is then reinforced where necessary, and curriculum and teaching methods are modified, as needed. Likewise, teachers examine the incoming class's results for similar reasons. Specific professional development, incorporated into the Instructional Improvement Plan, may be planned to assist in pedagogy if there is a need.

To maintain high levels of achievement, ASCA partners with parents to ensure reinforcement beyond the school day. Individualized Terra Nova reports, identifying strengths and weaknesses and providing ideas to assist students in reaching or enriching mastery, are sent home. In-school assessments are sent home weekly. Through Power School, an online grading portal, parents access scores and subject averages at any time. Using www.HomeworkNow.com parents are aware of nightly homework. Progress reports are sent home in the middle of every trimester, while report cards are distributed at the culmination of every trimester. Parent-teacher conferences are held at the conclusion of the first trimester; however, parents who wish to discuss any concerns may contact the administration or faculty to arrange meetings as needed throughout the year.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

The successful merging of four Catholic schools with four distinct school cultures into a single community is evident in the school's unified commitment to Christian stewardship and the traditional virtues of Faith, Respect and Service. ASCA has developed each of these areas in addition to a focus on academics. ASCA, the only Catholic school in Bayonne, prides itself in providing a safe, welcoming environment that encourages academic, social, emotional and spiritual success.

Students are encouraged to model the life and teachings of Jesus and to be responsible for their actions through faith formation, prayer, and worship through multiple opportunities. Under the direction of the principal, monthly masses, prayer services, sacraments, and retreats are organized. A celebration is planned each May for the Crowning of the Blessed Virgin Mary. Students participate as altar servers, lectors, cantors, and choir members. ASCA promotes peer mentoring through Prayer Partners among the upper and lower grades.

Students value each person's uniqueness, develop skills necessary to live in a diverse society, and treat all persons with dignity and respect. Artistic talents are highlighted in seasonal concerts and a yearly art exhibit. Cultural differences are celebrated monthly through displays and assemblies.

Basketball, bowling, softball, track, and intramural volleyball are offered as part of the school's extra-curricular program. ASCA promotes sportsmanship, teamwork, and collaboration. These traits are accentuated in the classroom daily through group work and projects.

ASCA celebrates its students' achievements through the announcement of awards during homeroom and school-wide assemblies.

ASCA advocates service, stewardship, and helping those in need as an ongoing endeavor. Community service drives such as Christmas Teddy Bear Drives for hospitalized children and Coat Drives are organized by the faculty. Student Council sponsors bimonthly food drives for local food pantries, resulting in over 800 bags collected over eight years. Student Council-sponsored fundraisers have raised over \$45,000 since September 2008.

The school also impresses upon its students that leadership and service work hand-in-hand. Students participate in Student Council, Safety Patrol, Ambassador's Club, and Spirit Club. Leadership trips to Trenton, Sony Wonder Lab, and the local city hall are arranged annually to expand on what it means to lead beyond school walls.

ASCA believes a successful school relies on parents and students feeling valued and secure. The principal and faculty are active participants in all aspects of the community and are instrumental in creating and maintaining the school's family atmosphere.

2. Engaging Families and Community:

With the knowledge that educating a child is not a solitary endeavor, ASCA welcomes opportunities to strengthen relationships with parents and with members of the wider community to enrich curriculum and link real-world experiences to the classroom.

Parents volunteer in a variety of ways. In order to sustain the school's viability, the Home School Association (HSA) sponsors numerous fundraisers including the Annual Book Fair, Card Parties and Children's Christmas Bazaars. Working hand-in-hand with the on-site church, Blessed Miriam Teresa Demjanovich Parish, the HSA helps organize the parish carnival. Proceeds are shared. The HSA also recognizes the school community with ice cream days and organizes student assemblies such as The Brain Game and teacher luncheons. Many parents and grandparents volunteer as coaches, chaperones, and

classroom readers in the younger grades, infusing a love of reading.

Parents and patrons alike support and coordinate the Annual Gala, celebrating community leaders associated with ASCA. The Annual Memorial Golf Tournament is sponsored by the Advisory Board. Both serve as major school fundraisers.

ASCA embraces affiliating itself with community organizations and programs to link real world experiences to that which is taught in the classroom. NJ PAC instructs students in ballroom dancing. Students have toured the Hudson County Courthouse for Law Day. Coaches from New Jersey City University have held volleyball and basketball clinics; proprietors of local Zumba and Dance businesses have conducted classes for the upper grades. Student Council has hosted a Town Hall with a local state assemblyman and held an end-of-the-year session in the local City Council Chambers, while the Spirit Club collected artificial and homemade flowers to be distributed for Mother's Day at St. Ann's Nursing Home and have arranged a Veteran's Breakfast. The Bayonne Fire Department addresses all students during Fire Prevention Week stressing the importance of being prepared in an emergency. Students have also participated in Steven's Institute of Technology Math Olympiad as well as other local academic competitions, Spelling Bees, and essay contests.

ASCA has used a number of different avenues to share achievements and the school's tradition of public service. These include the school's website, a Facebook page, Twitter, church bulletins, local newspapers and Optimum Community's website and cable channel. Open houses are held weekly for prospective students and parents, and ASCA is more than pleased to share all that makes the institution unique.

3. Professional Development:

ASCA believes in nurturing a lifelong love of learning. In order to inspire students and keep staff up-to-date in technology, methodology, and curriculum trends, which influences student achievement and global readiness, ASCA teachers are committed to continuous professional development which fosters academic and creative curiosity in all stakeholders.

ASCA ascribes to the New Jersey Department of Education and Archdiocese of Newark professional standards. Each faculty member completes twenty professional development hours yearly as part of the individual's Personal Improvement Plan (PIP). Teachers' goals also correlate with the aims outlined by the Archdiocese of Newark and/or those objectives that the principal determines. The administration will review each PIP at the end of the school year for approval. In collaboration with faculty and staff, the principal develops an annual school-wide professional improvement plan which is submitted to the Archdiocese of Newark for approval.

Professional Development workshops are provided by various providers. The Archdiocese of Newark Schools Office has engaged teachers in curriculum mapping in the subject areas of Math and Language Arts and has introduced teachers to Rubicon Atlas, an online curriculum mapping portal which allows teachers to collaborate and share best practices. ASCA teachers have participated in archdiocesan training related to effective instructional practice based on Charlotte Danielson's Framework for Teaching. Teachers have attended workshops related to the use of Power School, the online grading and attendance portal which allows parents and students' access to grades at all times.

On a school-wide level there has been an ongoing emphasis on learning communities, differential instruction, tiered-teaching, STEM, new online teaching tools for whiteboards in math, and the flipped classroom technique. Faculty members are encouraged to attend independent seminars which include Caldwell College's Hands-On Learning Series and Teacher Connection Workshops at Liberty Science Center. Faculty members also utilize memberships in professional organizations such as The Association of Math Teachers of New Jersey, New Jersey Science Teachers Association, and the New Jersey Association of Kindergarten Educators, servicing educators in grades Pre-K through 3rd. ASCA is also affiliated with The Gilder Lehrman Institute of American History which integrates history and literacy. Teachers share their experiences upon returning to ASCA.

The benefits of teacher participation in these professional learning activities are assessed through improvement in student learning and achievement and the quality of teacher evaluations.

4. School Leadership:

All Saints Catholic Academy's philosophy is firmly based in its mission statement: Through "Faith, Respect, Service, and Academics," All Saints Catholic Academy strives to instill and strengthen a love of faith and ethics in the Catholic tradition as well as prepare students to be active participants and problem solvers in a global economy.

It is with full knowledge that such a massive objective cannot be achieved alone. Thus, "the total education of the student depends on the student, parents, teachers, (clergy), and the entire community working in cooperation with each other."

The principal is leader of the school and works in consultation with the pastor, the School Advisory Board, and the Home School Association (HSA). The pastor is the school's spiritual leader and celebrates school masses in conjunction with other clergy members of the affiliated parishes. Parish priests visit classrooms to provide more personal and individualized instruction in the sacraments and church teachings. The involvement of these parish priests contributes to the spiritual atmosphere of ASCA.

As the administrative head of ASCA, the principal also sets its spiritual direction along with overseeing the operations of the school. Following the policies established by the Archdiocese of Newark, she is also tasked with overseeing professional development, public relations, development, marketing, curriculum alignment, student and teacher assessment, and student achievement. This is all done with the end goal of strengthening students' intellects and fostering their spiritual formation as well as furthering the continued success of the school community.

Developing a meaningful school culture, the principal communicates policies, events, and accomplishments to parents and students through the school website and the Principal's Pen newsletter. She is example and mentor to staff, students and the school community. Emails and monthly faculty meetings are used to disseminate information and gain faculty input in relation to policy and curriculum. She holds the responsibility of making the best decisions with fairness and compassion for all involved.

The principal's leadership is supported by ASCA's school board and the HSA. Meeting monthly, the school board partners with the principal and pastor in an advisory role in regard to finance, strategic planning, development, advancement, marketing and facilities. The HSA is an active component of school fundraising, holding numerous fundraisers and community-building events and activities throughout the year. These activities support the continued sustainability of ASCA. The principal consults with the Bayonne School district to secure state and federal entitlements.

PART VI – STRATEGIES FOR ACADEMIC SUCCESS

As required by the Archdiocesan Schools Office, ASCA administers standardized testing in the form of Terra Nova, Third Edition, in March of each year. Published by CTB/McGraw Hill, this testing also includes the InView Test of Cognitive Skills which gauges a student's ability to reason as well as his/her aptitude for learning and provides an anticipated achievement score. These results monitor student development and the competitiveness of curriculum and pedagogy. ASCA performed in the top 15 percent of schools in the nation in 2016, qualifying the school to apply as an exemplary high performing school in the National Blue Ribbon Program. Obtained scores have exceeded anticipated scores on a yearly basis.

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? \$5190
(School budget divided by enrollment)

4. What is the average financial aid per student? \$1240

5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 3%

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: Math

Test: Terra Nova, 3rd Edition

Grade: 3

Edition/Publication Year: 2012

Publisher: CTB/ McGraw Hill

Scores are reported here as: Percentiles

School Year	2015-2016
Testing month	Mar
SCHOOL SCORES	
Average Score	72
Number of students tested	47
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	
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: Math

Test: Terra Nova, 3rd Edition

Grade: 4

Edition/Publication Year: 2012

Publisher: CTB/McGraw Hill

Scores are reported here as: Percentiles

School Year	2015-2016
Testing month	Mar
SCHOOL SCORES	
Average Score	73
Number of students tested	56
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	
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: Math

Test: Terra Nova, 3rd Edition

Grade: 5

Edition/Publication Year: 2012

Publisher: CTB/McGraw Hill

Scores are reported here as: Percentiles

School Year	2015-2016
Testing month	Mar
SCHOOL SCORES	
Average Score	85
Number of students tested	38
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	
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: Math

Test: Terra Nova, 3rd Edition

Grade: 6

Edition/Publication Year: 2012

Publisher: CTB/McGraw Hill

Scores are reported here as: Percentiles

School Year	2015-2016
Testing month	Mar
SCHOOL SCORES	
Average Score	86
Number of students tested	53
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	
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: Math

Test: Terra Nova, 3rd Edition

Grade: 7

Edition/Publication Year: 2012

Publisher: CTB/ McGraw Hill

Scores are reported here as: Percentiles

School Year	2015-2016
Testing month	Mar
SCHOOL SCORES	
Average Score	70
Number of students tested	45
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	
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: Math

Test: Terra Nova, 3rd Edition

Grade: 8

Edition/Publication Year: 2012

Publisher: CTB/ McGraw Hill

Scores are reported here as: Percentiles

School Year	2015-2016
Testing month	Mar
SCHOOL SCORES	
Average Score	79
Number of students tested	54
Percent of total students tested	98
Number of students alternatively assessed	
Percent of students alternatively assessed	
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: Student was hospitalized after taking Reading test.

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA

Test: Terra Nova, 3rd Edition

Grade: 3

Edition/Publication Year: 2012

Publisher: CTB/McGraw Hill

Scores are reported here as: Percentiles

School Year	2015-2016
Testing month	Mar
SCHOOL SCORES	
Average Score	82
Number of students tested	47
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	
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: Reading/ELA

Test: Terra Nova, 3rd Edition

Grade: 4

Edition/Publication Year: 2012

Publisher: CTB/McGraw Hill

Scores are reported here as: Percentiles

School Year	2015-2016
Testing month	Mar
SCHOOL SCORES	
Average Score	72
Number of students tested	56
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	
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: Reading/ELA

Test: Terra Nova, 3rd Edition

Grade: 5

Edition/Publication Year: 2012

Publisher: CTB/McGraw Hill

Scores are reported here as: Percentiles

School Year	2015-2016
Testing month	Mar
SCHOOL SCORES	
Average Score	74
Number of students tested	38
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	
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: Reading/ELA

Test: Terra Nova, 3rd Edition

Grade: 6

Edition/Publication Year: 2012

Publisher: CTB/McGraw Hill

Scores are reported here as: Percentiles

School Year	2015-2016
Testing month	Mar
SCHOOL SCORES	
Average Score	78
Number of students tested	53
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	
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: Reading/ELA

Test: Terra Nova, 3rd Edition

Grade: 7

Edition/Publication Year: 2012

Publisher: CTB/McGraw Hill

Scores are reported here as: Percentiles

School Year	2015-2016
Testing month	Mar
SCHOOL SCORES	
Average Score	75
Number of students tested	45
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	
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: Reading/ELA

Test: Terra Nova, 3rd Edition

Grade: 8

Edition/Publication Year: 2012

Publisher: CTB/McGraw Hill

Scores are reported here as: Percentiles

School Year	2015-2016
Testing month	Mar
SCHOOL SCORES	
Average Score	84
Number of students tested	55
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	
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: