

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 Mr. James John McCarthy Mr.

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

Official School Name St. Peter Academy

(As it should appear in the official records)

School Mailing Address 431 Fifth Avenue

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

City River Edge State NJ Zip Code+4 (9 digits total) 07661-2147

County Bergen

Telephone (201) 261-3468 Fax (201) 261-4316

Web site/URL http://www.spare.org E-mail JMccarthy@spare.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. Robert Konig
(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	20	21	41
K	5	6	11
1	7	8	15
2	6	11	17
3	5	2	7
4	6	14	20
5	8	5	13
6	11	5	16
7	12	11	23
8	10	7	17
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	90	90	180

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 15 % Asian
 - 8 % Black or African American
 - 19 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 52 % White
 - 6 % 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: 3%

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 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	2
(3) Total of all transferred students [sum of rows (1) and (2)]	6
(4) Total number of students in the school as of October 1, 2015	194
(5) Total transferred students in row (3) divided by total students in row (4)	0.031
(6) Amount in row (5) multiplied by 100	3

6. Specify each non-English language represented in the school (separate languages by commas):
Spanish, Korean, Tagalog, Farsia, Greek

English Language Learners (ELL) in the school: 3 %
5 Total number ELL

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

8. Students receiving special education services: 14 %
25 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>12</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>7</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>6</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: 5
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	12
Resource teachers/specialists/coaches e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	7
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.	2

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 16:1
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	96%	97%	97%	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.

Our mission is to follow the invitation of Christ to live as a faith community while striving to provide a balanced educational program.

PART III – SUMMARY

St. Peter Academy (SPA) is a Middle States-accredited Pre-Kindergarten through Grade 8 elementary school located in River Edge, NJ. The Academy was founded by the Religious Teachers Filippini in 1952. The Academy became a co-sponsored school incorporating the parishes of Our Lady Queen of Peace Church in Maywood, NJ, and St. Peter the Apostle Church in River Edge, NJ, in 1992. SPA is comprised of a diverse student population who represent 21 Bergen County municipalities. Families attending the Academy are primarily representative of the middle class. The community is proud of the tradition of providing a quality academic program, instilling strong faith values and promoting good citizenship. Students who graduate go on to attend either an area Catholic high school, the Bergen County Academies or their local public high school. The Academy is encouraged by feedback from the high schools that SPA graduates attend, who report that students are more than ready for secondary level programs.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

SPA is a comprehensive elementary school providing a well-rounded learning experience for all students. The Academy offers students learning tools to assist them as they navigate through the modern world. Students demonstrate spiritual and moral values, while also concentrating on growing both physically and intellectually.

Over the past six years, SPA has participated in the dynamic curricular growth. Addressing the core academic subjects, teachers have become familiar with the Archdiocesan curriculum guidelines and the New Jersey Core Curriculum standards. Teachers at all grade levels work with colleagues throughout the Archdiocese to develop consistent curriculum maps in the areas of mathematics and reading/English language arts.

Recognizing that all students do not learn at the same rate or with the same ability, SPA works in tandem with Bergen County Region V Special Service group. Students who have individualized service plans and students in need of supplemental assistance are assisted in a resource room setting. Students also receive special assistance in Orton-Gillingham Reading, speech, physical therapy, and counseling through Region V.

Resources such as textbooks, technology, software, and manipulatives are available. Every effort is made to differentiate instruction and strengthen the ability and skills of students.

READING AND LANGUAGE ARTS

Reading and language arts are taught from Kindergarten through Grade 8. The SPA program includes vocabulary, spelling, comprehension, grammar, writing, oral communication, and listening skills. Students in Kindergarten through Grade 3 receive instruction in phonics and handwriting. Students in Grades 4 through 8 supplement literature with trade books. Units include non-fiction, suspense, and poetry genres. Novels usually correlate to the time period in history studied by students. The language arts and reading program is taught five days a week during 40-minute periods. Students are taught how to write different styles of essays, character analysis, and creative writing. Students are graded using writing rubrics. Teacher-developed language arts curriculum maps provide consistency across the curriculum and infuse gospel values.

The faculty reviews the Terra Nova scores to look for areas where student achievement can be improved, Professional Improvement Plans (PIPs) for the year include at least one goal in the area of reading/ language arts.

MATHEMATICS

SPA students receive mathematics instruction five days a week for 40-minute periods. During the 2014-2015 school year, the Academy instituted the Envision Mathematics program for students in the lower grades. This program is utilized by the teaching staff to focus students on acquiring skills such as problem-based interactive learning, understanding by design, unlocking oral and written mathematics language, computation, number sense, geometry, and employing data to solve problems. Students in Grades 7 and 8 experience a Pre-Algebra and Algebra I course, respectively. Students who are in need of individualized instruction follow a two-year Pre-Algebra curriculum. Teachers utilize curriculum maps developed by mathematics teachers across the Archdiocese of Newark. All areas of mathematics are presented to students to develop an understanding of concepts and to emphasize problem-solving skills. Terra Nova scores are reviewed annually to develop goals for mathematics improvement.

SCIENCE

Students experience science on a daily basis, both with their grade level classroom and in a laboratory setting. Science is taught as an inquiry-based, investigative subject. The areas of study include scientific

process, life science, physical earth science, and environmental studies. Students develop problem-solving and decision-making skills. Students are encouraged to observe, experiment, interpret, analyze, and draw conclusions regarding the world around them. This process incorporates the STEAM (science, technology, engineering, arts, and mathematics) and Engineering Design Process – ask, imagine, plan, create, improve.

SOCIAL STUDIES

The social studies curriculum includes the study of civics, U.S. history, geography, economics, world history, world cultures, and the composition of communities. Teachers utilize research, project-based learning, guided discussions, and field trips, both actual and virtual, to prepare students for the deeper intricacies of topics under discussion. Current events are used to provide opportunities for students to discuss values and engage in real-world problems.

The study of community plays a large part in the program. Parents, professionals, and members of local government agencies visit the school to discuss their positions and roles. SPA's ultimate objective is to enable, empower, and embolden students to become capable, responsible, and participating citizens within society.

PRESCHOOL

The preschool program reaches across all subject areas, including science, reading, language, health, mathematics, spatial concepts, and music. Developmental emphasis is placed on fine and gross motor skills. The program meets the emotional, social and physical needs of preschoolers while stimulating their intellectual growth. Curriculum places major emphasis on all aspects of social development. Children are introduced to explorative play. Oral language, phonological, phonemic awareness, and development of literacy skills is a focus of the preschool program.

2. Other Curriculum Areas:

RELIGION

Religious education at SPA is an integration of Catholic faith and values, family life, and multi-ethnic culture. Christian values are incorporated into all aspects of our school. The day begins with community prayer and scripture readings. Basic prayers are taught in Preschool and reinforced through Grade 8. While curriculum in the lower and middle grades includes daily instruction in the life of Jesus, the saints, and sacramental preparation, Grade 6 through 8 experience in-depth study of the teachings of the Old and New Testament history. All students participate in Family Life, a program which develops awareness of their role within the family as well as the sanctity of family. The student body attends first Friday and holy day masses with students participating in the planning of liturgies and serving as lectors, choir members, and altar servers. SPA's mission aspect is fostered by collections of food and clothing to help meet the needs of others and develop the students' sense of empathy for the world around them. The diversity of the cultures of SPA students contributes to an inclusive and tolerant environment. Religious education at SPA helps create a community that is warm, caring, and loving.

FINE ARTS

The goal of the fine arts curriculum is to provide students the opportunity to learn about the elements of art and design, by exploring different types of art media and techniques, with an influence of art history and culture. Students attend art classes once each week. Art projects are created incorporating New Jersey Core Content Standards while continuing to develop fine motor skills, critical thinking, and creative problem solving. The Academy encourages students to develop their own creativity and artistic expression. Modern and classical art and artists are introduced throughout the year. Artistic technique styles and approaches are viewed, discussed, and attempted by students.

MUSIC

Students at SPA demonstrate an understanding of musical concepts such as dynamics, rhythmic values, and melodic contour through singing quality music, sacred and secular. Students learn proper vocal techniques to ensure the development of a healthy singing voice. A Christmas pageant, in combination with a Christmas concert, and a spring concert are also performed every year. The children are afforded an opportunity to

sing with the SPA choir which recently competed in the iSing Festival, where they were judged and received a rating of “Superior.”

PHYSICAL EDUCATION/HEALTH

The preschool through Grade 8 physical education program emphasizes the importance of a healthy mind and body. Weekly, hour-long classes build respect, cooperation, teamwork, and athletic skills. Participation in the President’s Physical Fitness Challenge and Jump Rope for Heart help to encourage students. The importance of nutritional choices, personal hygiene, and sleep are woven throughout the curriculum. Heart-healthy topics are taught in conjunction with the science curriculum. Social health issues--STDs, substance abuse, smoking, and respect for our bodies--are also addressed. A strong anti-bullying program is in place focusing on the emotional well-being of the whole child. Teachers attend workshops to build anti-bullying, skills and students attend assemblies on this topic as well.

WORLD LANGUAGE

St. Peter Academy is in compliance with the program’s foreign language requirements. The world language program strives to instill in all students an understanding of the importance and benefits of speaking a language other than their native tongues. It provides appreciation, awareness, and respect for international culture, values, and perspective within a faith-based environment. Students in Kindergarten through Grade 4 have a weekly exposure to Spanish language and culture. Grades 5 through 8 participate in bi-weekly classes with the culminating goal of Spanish I proficiency. Technology plays a key role in instruction and assessment by exposing students to the Spanish language and culture. Technology also serves as a presentational and communicative tool to enhance the world language curriculum.

TECHNOLOGY

Students in preschool through Grade 8 attend technology classes at least once per week. Formal technology classes and technology-aided classes are part of students’ daily life at the Academy. Students are taught utilizing interactive SMARTboards and have access to laptops and iPads. The formal technology curriculum focuses on basic computer skills, keyboarding, word processing, spreadsheets, presentations, and more. Students also strengthen their coding skills through the participation in the Hour of Code each year to help nurture and develop problem solving and critical thinking.

3. Instructional Methods, Interventions, and Assessments:

SPA strives to ensure that students attain the educational and moral values and social skills to become responsible, contributing members of society in a fast paced, technological, ever-changing world.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

SPA endeavors to achieve a positive school climate. The watchword of our school, as noted by the visiting Middle States Committee of 2013, is “community.” We are a community of learning participants in spiritual life and individuals concerned for each other’s well-being. Our students and teachers use the word “community” and “family” interchangeably. As a result, students and parents express a feeling of safety within the confines of the Academy. A safe atmosphere is sustained through school and classroom policies which encompass Catholic values that teach responsibility, good judgment, kindness, and concern for one another and the earth around them. Students express that they feel safe at SPA. This climate of safety allows students to feel free, to voice their feelings, and to share their knowledge and experiences without fear of negative challenges. Academics are positively impacted when a classroom is free of behavior issues and students can concentrate on learning.

To foster the virtues of a good community, our school has a zero-tolerance policy for any bullying activity and takes swift action if any incident occurs both in or outside the school. All students are made to feel comfortable and free from any discrimination or harmful activity. The SPA students participate in the River Edge Police department’s LEAD and DARE activities and “Adopt-a-Cop” program. SPA is a Christian Catholic community. Our students’ prayer life is enhanced through the morning reading of the daily gospel and through the celebration of Holy Mass on first Fridays, holy days of obligation, and before recessing for major holidays. Students take an active part by planning the liturgy and serving as lectors, choir members, and altar servers.

Building safety is also addressed through fire and evacuation drills and shelter-in-place exercises. Visiting firefighters of the local Fire Department discuss fire safety issues which increase students’ sense of security at school and at home.

Student Council is an integral part of our school fabric. Students in Grades 5 through 8 are given the opportunity to join this organization. Through the Student Council experience, students learn to be leaders and contributing members of a vibrant and active group. The Student Council seeks to provide the student body with activities to showcase their talents. Activities such as safety patrol, guardian angels (older students assisting younger students), and community and global service projects allow students to demonstrate their concern and empathy for others.

SPA offers all students a variety of after-school clubs in which they can participate. These clubs provide a social environment which is both educational and fun. Some of the clubs include Mad-Science Club, Golf, Tennis, Music, Japanese culture, Sewing, Cooking, and Chess. Outside of school, the children are encouraged to participate in community events such as Thanksgiving Drive, Bergen County Food Pantry, Boy Scouts and Girl Scouts, Turkey Trot and Turkey donation, and the Catholic Youth Organization.

2. Engaging Families and Community:

SPA has long been a recognized facility in the local communities of River Edge, Maywood, Teaneck, and Hackensack. Co-sponsorship of the Academy by both St. Peter the Apostle Church in River Edge and Our Lady Queen of Peace Church in Maywood has given the school a strong base in both of these parish communities. A strong marketing plan is in place. Marketing is a cooperative effort including the administration, the Advisory Board, and the HSA. Technology is heavily utilized with a frequently accessed Academy website and Facebook site. The SPA website provides access to student homework sites, teacher contact information, the school and HSA calendar, as well as school policies and regulations. The principal and president of the HSA use the parish bulletins of St. Peter the Apostle and Our Lady Queen of Peace to keep parishioners up-to-date on events and programs at SPA. Additionally, the school operates a computerized outreach system which permits the school to quickly contact parents by phone, text, or email of upcoming events, meetings, or school issues. School events and accomplishments are regularly published in local newspapers and on social media.

The Academy hosts open house programs which are staffed by the school faculty and the HSA. These programs allow parents seeking placement at the Academy to meet with members of the school community and to tour the school. The Academy is open to parent tours of the facility throughout the year.

Parents and community members have always been invited to play a role in the school. Parents are involved in the “Cat in the Hat” and “Drop Everything And Read” programs. In addition, they provide invaluable support for the annual Heritage Day celebration, the highlight of the Academy’s Catholic Schools Week. Senior citizens from the on-campus St. Peter Senior Residence address classes on historical topics. The Academy’s after-school club programs are staffed by parents who serve in the role of cultural teachers and coaches.

The HSA provides volunteers for both Academy operational tasks and fundraising activities. The selflessness of the HSA volunteers has allowed SPA to develop and present new academic and cultural programs as well as assist with the funding for technology and facility improvement.

3. Professional Development:

The lifeblood of a school is its ability to continually renew itself as an academic institution. The Academy’s goal of reaching all of our students requires keeping up with current educational research, reviewing student assessment, and continuing to analyze the school’s direction. In order to accomplish these tasks, teachers and administration meet to develop an annual instructional improvement plan which focuses on individual professional growth and addresses improvement of the school at large. Additionally, the principal meets with in-house faculty advisors (teachers representing the academic staff), and together, they develop a series of goals for each school year.

Professional development opportunities are communicated to the faculty throughout the school year. The Archdiocesan Curriculum Office has, for the past three years, provided collaborative experience for grade level teachers to meet and map areas of the curriculum. At the present time, an Archdiocesan core curriculum map is in place for math and language arts with religion and science in progress. Teachers have benefited greatly from this exchange of ideas.

Technology plays a large role within the academic offerings at SPA. Teachers utilize iPads and SMARTboards to present information and allow for student research. In-house professional development workshops and in-classroom support have been made available to faculty. Further support has been afforded faculty through a two-week on-site experience provided by a technology professional visiting individual teachers and classrooms to offer assistance and insight into other uses of the technology available on campus.

SPA is fortunate to have an on-site special education coordinator who assists teachers with the implementation of individual service plans as well as providing teachers with insight into student needs.

The Bergen County Special Services Agency and the Bergen County Region V program provides a yearly calendar of professional development events for both faculty and administration of which SPA staff takes full advantage. Teachers are encouraged to attend professional development programs offered by local colleges, educational services, and corporate business institutions.

All teachers who are either new to the teaching field or to SPA are assigned a mentor. Mentors are responsible for sharing resources both on and off campus with their assigned new teachers. Utilizing a non-evaluative model, mentors guide their mentees on acceptable practices and possible student intervention strategies.

4. School Leadership:

The pastors of the two associated parishes serve as the canonical and spiritual leaders of the Academy. The pastors also are non-voting members of the Academy’s Advisory Board. The Advisory Board works with

the pastors and principal in an oversight capacity. The principal is the academic leader of the Academy. The principal develops policy and directionality for the Academy. The principal oversees the daily operation of the Academy and serves as evaluator of the faculty and staff. Meeting with the Advisory Board, the principal delivers monthly reports on school management, marketing strategies, finances, facility and building security, and academic progress.

The Academy is part of the Archdiocese of Newark which consists of 66 elementary schools in northern New Jersey. The Archdiocese provides leadership through a hierarchy of a superintendent, assistant superintendent, and varied academic area coordinators. The principal's leadership style affords staff and students the ability to work collaboratively in the development of a rich learning environment. The principal seeks to employ a system of continuous evaluation of school goals as well as a pathway for the planning and achievement of school improvements.

SPA is fortunate to have an organized and high functioning HSA. The leadership of the HSA consists of individuals with experience in marketing, media, technology, and finance. It can be considered the glue binding school staff and parents together. As a result of the fundraising activities of this group, the Academy has been able to supplement its technology and sports programs as well as support the general operating budget.

Although the teaching faculty of SPA is small, their dedication and energy level is high. Most faculty members serve as an in-building coordinator of a specific subject area. As subject area coordinators, faculty members attend workshops and Archdiocesan curriculum meetings. Information gleaned at these programs is shared by the individual coordinators with their fellow faculty members. Concrete results of the value of the faculty coordinators are visible through the Academy's involvement in curriculum mapping, technology advancement, and anti-bullying and human rights programs.

The principal supports the development of a school environment that fosters an atmosphere of mutual respect and is committed to a purpose-driven effort for continuous improvement of student learning. Stressing the goals and philosophy of the school's mission statement, the principal seeks to consistently challenge faculty to meet the needs of the whole child. Professional development is strongly encouraged.

PART VI – STRATEGIES FOR ACADEMIC SUCCESS

The SPA administration and faculty, during the 2013-2014 school year, began a review of the academic growth of Academy students utilizing the scores of the Terra Nova standard assessment. The Academy staff made a corporate decision to place a singular focus on the need to assist both classified and compensatory education students who had received low scores on this assessment. SPA recognized the need to evaluate the individual strengths and weaknesses of each child at the Academy. The faculty moved to assist students to discover their own specific learning style while simultaneously incorporating differentiated instruction techniques into daily lessons. Further, the SPA administration and staff focused on the development of an intensive enrichment center. The center includes an on-site special services coordinator, who, in tandem with the student's classroom teacher, developed pupil-assistance plans which included individualized student accommodations. The enrichment center is staffed by licensed teachers of the handicapped who implement student accommodations and interact regularly with classroom teachers to ensure continuity of instruction and student academic success.

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? \$8726
(School budget divided by enrollment)

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

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

6. What percentage of the student body receives scholarship assistance, including tuition reduction? 10%

PART VIII – ASSESSMENT RESULTS FOR NORM-REFERENCED TESTS

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: TerraNova, Third 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	25
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: TerraNova, Third 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	79
Number of students tested	13
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: TerraNova, Third 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	82
Number of students tested	15
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: TerraNova, Third 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	74
Number of students tested	26
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: TerraNova, Third 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	85
Number of students tested	16
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: TerraNova, Third 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	73
Number of students tested	25
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA

Test: TerraNova, Third 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	66
Number of students tested	25
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA

Test: TerraNova, Third 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	71
Number of students tested	13
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA

Test: TerraNova, Third 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	79
Number of students tested	15
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA

Test: TerraNova, Third 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	26
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA

Test: TerraNova, Third 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	89
Number of students tested	16
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA

Test: TerraNova, Third 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	25
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES: