U.S. Department of Education
2018 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. Robert Dougherty
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Saint Catharine School
(As it should appear in the official records)

School Mailing Address 301 2nd Avenue
(If address is P.O. Box, also include street address.)

Spring Lake   NJ   07762-1808
City   State   Zip Code+4 (9 digits total)

County Monmouth

Telephone (732) 449-4424   Fax (732) 449-7876

Web site/URL http://www.stcatharineschool.net   E-mail   rdougherty@stcatharineschool.net

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*Mrs. JoAnn Tier   E-mail JTier@dioceseoftrenton.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Diocese of Trenton   Tel.   (609) 403-7145
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 Dr. Judithann Keefe
(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 2018 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 2012 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: 2013, 2014, 2015, 2016, or 2017.

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 (2017-2018) unless otherwise stated.

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

1. Number of schools in the district   0 Elementary schools (includes K-8)
   (per district designation):   0 Middle/Junior high schools
                                         0 High schools
                                         0 K-12 schools

                                         0 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
   [X] Suburban
   [ ] Rural or small city/town

3. Number of students as of October 1, 2017 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	28	21	49
K	5	12	17
1	16	10	26
2	10	14	24
3	16	18	34
4	18	26	44
5	11	11	22
6	21	20	41
7	21	23	44
8	28	34	62
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	174	189	363

4. Racial/ethnic composition of the school:

    0 % American Indian or Alaska Native
    1 % Asian
    1 % Black or African American
    2 % Hispanic or Latino
    0 % Native Hawaiian or Other Pacific Islander
    96 % 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 2016 – 2017 school year: 2%

If the mobility rate is above 15%, please explain.

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 *to* the school after October 1, 2016 until the end of the 2016-2017 school year	3
(2) Number of students who transferred *from* the school after October 1, 2016 until the end of the 2016-2017 school year	3
(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, 2016	380
(5) Total transferred students in row (3) divided by total students in row (4)	0.02
(6) Amount in row (5) multiplied by 100	2

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: 0 %

    Total number students who qualify: 0

8. Students receiving special education services: <u>10</u> %

<u>36</u> 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> Deafness

<u>0</u> Deaf-Blindness

<u>0</u> Developmentally Delayed

<u>0</u> Emotional Disturbance

<u>0</u> Hearing Impairment

<u>0</u> Intellectual Disability

<u>0</u> Multiple Disabilities

<u>1</u> Orthopedic Impairment

<u>8</u> Other Health Impaired

<u>18</u> Specific Learning Disability

<u>9</u> Speech or Language Impairment

<u>0</u> Traumatic Brain Injury

<u>0</u> Visual Impairment Including Blindness

9. Number of years the principal has been in her/his position at this school: <u>2</u>

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	2
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	20
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	10
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	8
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1   <u>18:1</u>

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

Required Information	2016-2017	2015-2016	2014-2015	2013-2012	2012-2013
Daily student attendance	95%	95%	95%	95%	94%
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 2017.

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 X

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.

The mission of St. Catharine School is to foster the spiritual, moral, intellectual, social, creative, and physical strengths of its students.

St. Catharine School (SCS) is an Advance Education, Inc. (AdvanceED) accredited Catholic elementary school within the Diocese of Trenton, educating students in Preschool through grade 8. Approximately twenty years ago, St. Catharine School adopted "Faith, Knowledge, and Service" as a school motto. These words encapsulate our identity, inspiration, and purpose in providing a high quality learning experience that supports the development of the whole child for all of the students of St. Catharine School.

Since its institution in 1931 with 45 students in the basement of St. Margaret's Church, SCS was rooted in a long history of academic excellence in the Catholic tradition. Within this same framework today, over 350 students prevail in a technology-rich environment to better scaffold instruction and to sustain excellence through a dedication to spirituality, research, hands-on learning, and service.

Within the pursuit of educational goals and objectives, students learn to embrace knowledge and seek to share their enthusiasm with others by fostering an awareness of care and concern. Through acceptance and awakening, self-efficacy and leadership traits evolve as teachers enrich their instructional lessons with the Gospel message whenever possible. As such, students, parents, and teachers of St. Catharine School endeavor to communicate and carry out what we uphold as sacred by virtue of our Catholic identity.

St. Catharine School belongs to the Catholic parish of St. Catharine-St. Margaret of Spring Lake, New Jersey. The school community draws from ten suburban towns from Monmouth and Ocean counties, with a large percentage of parents being college graduates. Families of SCS are primarily of middle to upper middle class Catholic households that show a great deal of dedication and involvement in both the daily operations and long term goals of St. Catharine School. The Parent Teacher Association (PTA) and parish community of St. Catharine School provide on average over $400,000 of financial support and assistance through community building fundraising events and church collections in order to cultivate and maintain a high quality, diversified 21st century learning experience for our students. The school and parish community take ownership in the success and mission of the school and go above and beyond to support our students.

In addition to the core academic curriculum, all students are encouraged to explore a wide range of after school enrichment opportunities such as instrumental band, choir, yoga, international cooking, robotics, Math league, and Model United Nations. Students in grades 5 through 8 have opportunities to participate on one of our many athletic teams, while younger students can compete as a "Laker," our school athletic mascot, as early as Preschool, on our pee-wee cross-country team.

Recently, St. Catharine School has adopted the Project Lead the Way (PLTW) elementary and middle school Science Technology Engineering and Math (STEM) program. The PLTW program enables our students to develop and apply transportable skills by exploring real-world challenges through unique STEM learning activities. PLTW exposes students to concepts in computer science, engineering, and biomedical science, to help students learn how to solve problems, think critically and creatively, communicate, and collaborate with their peers. At SCS, all students in grades Preschool through grade 8 benefit from the unique Project Lead the Way STEM program, helping them develop essential skills and expose our students to a wide range of potential future career paths.

An essential strategy utilized by the faculty of SCS to help motivate and encourage students to develop into their full potential is incorporating student character and positive behavior as required components for honor roll awards for our middle school students, as well as in distinguishing grade 8 graduates with Honor Cords. While SCS values students' academic achievements, our school also recognizes altruism by placing a strong emphasis on the importance of developing kind, empathetic, and compassionate students.

St. Catharine School also develops global citizens through its unique partnership with St. Kizito School of Lwetunga, Uganda. Over the past fifteen years, SCS has contributed funds to assist in building water tanks, a school office, faculty room, and an entire additional school building to St. Kizito to support its mission in promoting Catholic education. SCS student and parent volunteers help raise funds by selling handmade

Ugandan jewelry and stationery cards out of the SCS Uganda store, as well as collecting parishioners' donations while speaking at weekend masses to help raise awareness of both the challenges and success stories of St. Kizito School. SCS students remain in contact with the students of St. Kizito by writing letters to student pen pals throughout the school year. Additionally, several SCS graduates have completed volunteer mission trips to St. Kizito to help build school facilities and even assist teaching classes. The partnership with St. Kizito speaks to St. Catharine School's motto of "Faith, Knowledge, and Service" by developing knowledgeable, global citizens, committed to providing service and support to others.

1. Core Curriculum:

St. Catharine School's core curriculum is aligned with standards developed by the Diocese of Trenton, the National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools, and guided by the New Jersey Student Learning Standards. Teachers enrich the core curriculum areas with the Gospel message whenever an opportunity arises.

Our Integrated Language Arts (ILA) program builds the foundation for our students' reading and writing success. The literary experiences develop auditory and visual skills, extend vocabulary and foster appreciation for the structure of language and written words. Our ILA curriculum in the Intermediate grades enables the students to continue their journey in literacy. Emphasis is placed on reading for meaning, the conventions of grammar and reading for pleasure. Well-written and age appropriate children's literature is introduced to supplement the reading program. Writer's Workshop provides the students with the guidance and structure to express themselves in writing. Reading, analyzing and interpreting literature as well as informational text is one of the goals of the ILA program in grades 3 through 8. The students continue to expand their horizons through the reading of time-tested classics as well as recent, quality young adolescent novels. Students are also prepared to write multi-paragraph informational pieces, persuasive pieces that include a clearly stated position and supporting statements. During the writing process, the students are constantly revising their work with an eye to logic, organization, and the conventions of the English language.

The belief that mathematics should continuously build on prior learning is the basis for our Math curriculum. New learning is presented in increments, with time provided for practice. The curriculum purposely progresses at a pace that allows children to develop competence and confidence in essential math skills. A consistency and structured framework of our spiraling math curriculum creates a common language of math concepts and ideas that the students build on as they develop more sophisticated critical thinking math skills and applications to address real world problems. On average, nearly 75% of our grade 7 students place into our Pre-Algebra program meeting established criteria based off exceptional Terra Nova scores, course benchmark performances, as well as final grade averages, and later move on to taking Algebra in grade 8.

Opportunities are given by our Science curriculum for students to investigate the natural world, learn about interesting, relevant and exciting science ideas and link science to religion, mathematics, writing, and technology. Scientific inquiry, the thoughtful and coordinated attempt to search out, describe, explain and predict, is the foundation for our grades 3 through 5 Science curriculum. The students are guided in making observations, asking questions, designing and conducting simple investigations. In grades 6 through 8, Physical, Life, and Earth sciences are studied utilizing various media and levels of interactivity. Scientific literacy and STEM are included to expand and enhance the students' problem solving and global critical thinking skills.

The Social Studies expanding horizons curriculum encourages students to make important connections between geography, history, and people as part of finding their place in the long continuity of human experience. Our community, our country and our neighbors in North and South America are emphasized in grades 3 through 5. Additionally, history and geography are taught, while a deeper understanding of the role we all play in society is also encouraged to all of our students. In grades 6 through 8, students learn to make the connections from the past to the present and gain a greater understanding of the human story. Current events spearhead many discussions and projects as the students apply the lessons they have been taught. A keen awareness is developed of their role and responsibilities as citizens of this country as well as citizens of the world.

Our Preschool program sets a foundation for the early elementary curricular learning goals of our students. Preschool students are provided with learning experiences in the core curriculum content areas of Language Arts and Reading, Mathematics, Science, and Social Studies. They are also provided with daily enrichment

classes covering the content areas of Technology, Physical Education, Art, Media, Music, Spanish, and STEM. The Preschool curriculum places a strong emphasis on literacy development for students by using the five senses: phonemic awareness, phonics, text comprehension, fluency, and vocabulary. Teachers support the natural curiosity of our Preschool students by giving them rich and meaningful learning opportunities. Within this paradigm, teachers at St. Catharine School ensure that our early childhood program and curricula are developmentally appropriate and that participation in our Preschool program is a nurturing and wonderful experience for each child.

2. Other Curriculum Areas:

Visual and performing arts provide an enriching experience for the students of St. Catharine School. All students attend Art class once per week, and begin exploring art around the world in Preschool through grade 3 by learning about a variety of customs practiced in different regions of the globe. The Art program in grades 4 through 8 focuses on art history, while incorporating a variety of artistic styles into original drawings, paintings, and sculptures. Additionally, all students attend Music class once per week to explore introductory musical concepts as well as entry level instruments. The music curriculum is designed to help prepare students musical participation at Mass as well as various special performances throughout the school year such as our annual Christmas show and spring concert.

The goals of the Physical Education and Health curriculum is to provide an enriching learning experience that is motivating to students at all fitness levels and abilities. Students have class once a week for forty minutes and learn to make positive lifetime health and fitness choices. The program focuses on movement concepts, skill acquisition, and wellness concepts. All students also enjoy a daily supervised recess period to provide further time for daily physical activity.

The World Language curriculum at St. Catharine School includes Spanish. Through interpersonal, interpretive and presentation experiences, students not only become proficient in a second language, but also gain a wealth of knowledge and understanding of the cultures that comprise our country's diverse population. SCS provides all students in Preschool through grade 8 with forty minutes of Spanish class instruction per week. With this, St. Catharine School is in compliance with the National Blue Ribbon Schools program's foreign language requirements.

All students attend Technology class once per week to learn appropriate and responsible use of technology. While all classrooms in SCS have a wide variety of technology resources for students, our technology curriculum supports students acquiring key skills and understandings of technology integration for their academic journey. Students learn how to function and communicate within the Google ecosystem, utilizing a wide variety of tools to collaborate with their peers and show evidence of essential academic understandings through multiple technology platforms. Additionally, our Technology curriculum is extended into our STEM class and curriculum model, which is modeled off the Project Lead the Way STEM program. While STEM learning activities may be integrated at times throughout the school day, all students attend a designated class in our STEM lab once per week to have focused learning experiences provided by our certified Project Lead the Way teacher.

The goal of the St. Catharine School Library and Media curriculum is to develop a lifelong love of reading, learning, and exploration through print and digital means. Students learn the parts of a book as well as research skills in utilizing and accessing the book catalog for both academic and recreational interests. Students in Preschool through grade 5 have Library and Media class once per week while students in grades 6 through 8 utilize the library media center with their core content area teachers for independent research and book selection.

The Religion curriculum goal is to nurture each student's relationship with Jesus. Religion is incorporated within each day of our students' schedules. Through prayer, song activities, and actions that express their beliefs, students are called to live out their discipleship among their peers, families, and school and parish communities. Students in grade 2 prepare for and receive the sacraments of Reconciliation and First Eucharist. Our religion curriculum in the intermediate and upper grades continues and builds on the journey of faith nurtured in Preschool through grade 2. The students reflect on faith and the experience of being in a

community of the followers of Jesus Christ. The students possess a more developed sense of right and wrong, enabling moral issues to be introduced and discussed using the Ten Commandments and the teachings of the Catholic Church. Formal prayers are taught and the Mass is emphasized as the greatest prayer of the Church.

3. Instructional Methods, Interventions, and Assessments:

St. Catharine School supports the needs of all learners by maintaining a flexible, informed, responsive and reflective approach to instruction. Teachers apply a wide variety of instructional techniques to keep students engaged and highly motivated throughout their educational journey.

Assessment drives informed instruction at SCS and guides teachers with specific information to provide differentiated instruction to students. Throughout the school year, administration and teachers review Terra Nova student achievement data, Diagnostic Reading Assessment results, as well as Reading and Math benchmark data to help guide instructional planning. At a school level, administration and teachers are able to look at the data to identify possible gaps as well as strengths in the curriculum. On a classroom level, teachers review student achievement data and reading levels to guide their grouping of students for small group differentiated learning centers, peer partners, and reading groups. Benchmark assessment results are analyzed to review and reflect upon students' strengths of comprehension and application of acquired knowledge, providing an opportunity to see if any particular skills or essential understandings may need to be retaught and revisited in the classroom. Means of assessment that are integrated into the classroom include exit tickets, learning logs and journals, metacognition tables, as well as simulated Twitter boards, where students summarize their learning in 140 characters or less. Teachers remain reflective and responsive to the results and information provided by their formative assessment methods, and apply this information to their instructional approach to meet the individual needs of their students.

Formative assessment results guide teachers in utilizing a tiered instructional model to both review and extend learning concepts for their students. While needs may arise to support struggling students, teachers also plan to extend learning opportunities to students that require to be challenged. At times, teachers may organize two groups of students after an introductory math lesson when they notice a group of students need further support and reinforcement, working directly with the teacher or instructional aide, while other students are ready to move deeper into their learning experience and apply or demonstrate acquired knowledge within an alternative activity such as creating a poster explaining the new skill, or solving complex word problems relating to the math concept.

Teachers challenge students with problem based learning activities throughout the curriculum, particularly during STEM learning activities. Students can be seen engaged in such activities as designing and building prototypes of ankle-foot orthosis out of household materials to help individuals struggling with cerebral palsy. Problem based learning activities help our students connect learning with real world concepts and challenges, providing a highly engaging and rewarding learning experience.

Throughout the school year, teachers will meet with school administration to review students that show signs of struggling in class and require intervention and support. While teachers implement specific interventions, such as providing graphic organizers or guided notes, they monitor and assess the effectiveness of these interventions over time and review with school administration.

The integration of technology at SCS supports quality instruction, compliments student learning, and helps extend learning opportunities beyond the classroom. Every classroom has an interactive whiteboard for teachers to present new information to students in an engaging format, often used for kinesthetic activities. St. Catharine school prides itself on being a 1 to 1 learning environment in which students in Kindergarten through grade 1 have tablets, while students in grades 2 through 8 have assigned Chromebooks to support their learning. Additionally, our Preschool students have access to tablets, to help our young learners gain familiarity with technology as well as compliment specific learning center activities. Our technology devices enable all teachers to utilize a wide variety of applications and activities to engage our students, while also providing alternative means of assessing our students' levels of understanding. SCS utilizes a Google ecosystem for our technology needs while both students and staff learn, communicate, and

collaborate using a wide variety of Google tools. In grades 6 through 8, teachers extend learning opportunities through their Google Classrooms, providing students with a digital learning platform integrated throughout their academic experience.

While our school maintains high levels of student achievement, our culture of growth helps motivate staff to continue to seek effective research based instructional strategies, professional development experiences, and share best practices with colleagues to support one another in our mission of meeting the ever-changing needs of our students.

PART V – SCHOOL SUPPORTS

1. **School Climate/Culture:**

St. Catharine School provides a high quality learning experience by fostering the development of the whole child, by supporting academic, social, spiritual, and emotional growth throughout the school year. In collaboration with the Parent Teacher Association, school administration plans school assemblies conducted by outside professionals regarding topics such as social media safety, mindfulness and emotional health, as well as spirituality, to provide additional holistic learning opportunities for our students.

Students take on leadership roles as student council representatives in grades 6 through 8, and meet with the principal once a month to share, collaborate, and plan special student events, new school initiatives, and service activities. The principal takes time to ensure that student representatives feel valued and heard by involving them in the planning process of important student activities. Grade 8 students have the opportunity to apply and serve as student ambassadors to assist and promote the school during open house events and provide school tours to prospective families. SCS student ambassadors take great pride in their roles and have a sense of ownership in the marketing and success of the school.

Students take an active role in their education by assisting teachers in planning whole school academic enrichment days, such as our school Aviation Day. At the SCS Aviation Day, grade 8 students planned and facilitated multiple hands on learning activities for all SCS students to explore learning concepts in aerodynamics, riding a hovercraft, and flying drones. Students also assist school staff in planning a school wide Scholastic and Sport Day in which student homerooms compete in various cooperative academic and athletic challenges, in review of key learning concepts, as a fun way to end the school year.

The principal recognizes both student and teacher achievements in his weekly digital newsletter, shared with the school community, placing a spotlight on positive events and accomplishments within the school. At the end of the school year, school leadership organizes a student awards assembly to formally recognize student academic and extracurricular achievements.

School administration involves teachers while planning school wide goals, as well as assisting each teacher in formulating their own individual professional development goals to help foster continued growth. Teachers provide input on how both the school and themselves as individuals can continue to develop and advance to meet the needs of their students. All faculty members have been thoroughly involved with the formation of the school's recent strategic plan, and provide ongoing input throughout the execution of its strategic goals. Teachers play an active role in the planning process of major decisions and feel validated and appreciated by school leadership.

2. **Engaging Families and Community:**

St. Catharine School empowers and engages family and community members throughout the school year by providing these essential stakeholders with opportunities to share feedback and input to the school through surveys, PTA meetings, and strategic planning sessions. School family and community members actively volunteer to assist our students during lunch and recess supervision as well as serve in essential roles as members of the School Advisory Board and the Parent Teacher Association that meet on a monthly basis to provide leadership and support to the pastor and school administration.

SCS utilizes its school website, local newspapers, and several social media platforms to share updates and news to the school community. Each week, the principal gathers information and input from students, parents, and teachers to create the SCS Wednesday News Brief, a digital newsletter that contains important updates, upcoming events, and essential information to keep students, teachers, families, and alumni informed throughout the school year.

On the first Friday of every month, St. Catharine School organizes a school Mass in which students, teachers, administrators, parents, and parishioners gather together to celebrate and practice their Catholic

faith. The first Friday Mass also serves as a special time to join together to celebrate the school's achievements as well as a platform to provide special recognition for students and staff members throughout the school year. Our first Friday Mass serves as an opportunity for the school community to come together during difficult times to show support for one another, whether it may be regarding world tragedies, local issues, or challenges the school may face. The first Friday Mass is an essential component of the St. Catharine School community calendar that all members look forward to every month.

Special events throughout the school year, such as the annual SCS Christmas 5K Run, brings families and alumni together for a 5K race at the start of the Christmas season to raise funds for St. Catharine School student athletics and extracurricular activities. Students and family members volunteer their time to organize the race, manage water rest stations, and distribute race t-shirts to nearly 400 runners. St. Catharine School thrives off the support and involvement of its community. At the end of each school year, SCS conducts a special volunteer recognition Mass and breakfast to acknowledge all of the parent and community volunteers, as well as Spring Lake Fire Department, Police, and Emergency Medical Service workers that provide support to our school.

3. Professional Development:

St Catharine School believes that teaching requires a lifelong practice of continued professional growth and learning to best meet the ever-changing needs of students. SCS maintains a reflective approach in assessing its current instructional practices while searching for new ways to improve and ensure that administrators and teachers are able to continue to challenge and support the students of SCS throughout their academic journey.

School administration and teachers meet together to review and analyze student achievement data, the school strategic plan, as well as feedback retrieved from parent surveys, to provide both quantitative and qualitative informed decisions in planning for faculty professional development.

In reviewing student achievement data as well as Lexile and Developmental Reading Assessment levels, school administration and teaching staff identified an increased need to provide differentiated instruction to our students, particularly regarding the use of nonfiction text and reading comprehension. Collectively, school leadership and teachers planned and placed an emphasis on exploring and identifying quality instructional resources for differentiated nonfiction text to address this need. Once quality instructional materials were identified, implementation of new resources were planned, coupled with multiple professional development workshops for teachers scheduled throughout the school year. Teachers were provided the opportunity to observe one another with administration, to see their colleagues teaching students while effectively utilizing the new instructional materials. In a non-evaluative manner, both teachers and administration had the opportunity to provide feedback from their observations to help one another learn and grow together while developing their instructional practices.

In analyzing the desired goals of the strategic plan, the school community has expressed a strong emphasis on increasing STEM learning opportunities for all students. Collectively, school leadership and teaching staff planned and implemented several professional development opportunities for faculty regarding the integration of classroom STEM activities provided by both outside organizations, as well as current highly effective teaching staff members.

St. Catharine School also works closely with the Diocese of Trenton to support the continued development of our teachers. Recently, SCS faculty and staff attended a diocesan workshop on promoting and supporting our school's Catholic Identity. SCS teachers had the opportunity to engage and collaborate with teachers from across the Diocese of Trenton to share best practices and discover new ways to support the spiritual development and Catholic identity of our students and school.

4. School Leadership:

The leadership structure of St. Catharine School is comprised of a pastor, principal, and vice principal, along with a School Advisory Board and Parent Teacher Association. Collectively, school leadership

works together to support the school's mission of fostering the spiritual, moral, intellectual, social, creative, and physical strengths of its students. The administration, faculty, and staff model Christian behavior to foster spiritual growth, striving to transmit the truth that Religion is not just a subject, but rather a way of life. The school leadership, along with members of the school community, have created and adopted a multi-year strategic plan to ensure that policies and programs are properly supported and developed to meet the ever-changing needs of SCS students.

The pastor is the overall spiritual leader of the school and serves as the lead celebrant for all of the liturgical celebrations and events throughout the school year. The pastor works closely with the school principal to maintain the school's Catholic identity while also supporting the school's continuous development.

The principal is the instructional leader that also serves as the chief facilitator in the ongoing growth and development of the school. The principal works closely with teachers, staff, parents, parishioners, and students to ensure that all stakeholders have a voice and input in the direction of the school. The principal and vice principal work closely together to provide instructional support to teachers to help foster and maintain a high quality learning environment for students. The vice principal serves as the school's director of technology and supervisor of the child study team, focusing on effective tiered interventions as well as multiple support systems to meet the needs of all students.

The School Advisory Board is comprised of volunteer parents, parishioners, and alumni that have a wealth of knowledge and experience in several fields of work, particularly education, that provide guidance and assistance in governing the direction of the school. The School Advisory Board and school administration meet on a quarterly basis to review the school's progress in meeting targeted goals of the strategic plan and its effectiveness on student achievement.

St. Catharine School has a very active and supportive Parent Teacher Association that meet and plan once a month with the pastor and school principal to discuss key school initiatives. The PTA hosts several community building events throughout the school year that bring family members together while also raising necessary funds to support our academic endeavors. The PTA has provided financial support for student enrichment opportunities, staff professional development, as well as school facility enhancement.

PART VI – STRATEGIES FOR ACADEMIC SUCCESS

The one practice that St. Catharine School believes to be most instrumental in our school's success is keeping our Catholic faith at the core of what we do.

Faith is our guiding principle in making big decisions that affect all of our students. Whether it be implementing new Diocesan Curriculum Guidelines, making modifications to our master schedule, or hiring a new staff member, our faith has formed our core values that lead us to make the best decisions for the students of St. Catharine School.

Our faith calls for us to foster and maintain a respectful and supportive environment where individuals practice and understand the importance of kindness, cooperation, and empathy for one another. We believe that both students and staff members thrive when they feel valued and are properly supported, leading to high levels of achievement and continued personal growth.

St. Catharine School is brought together by our faith throughout the year to celebrate liturgical events as well as student and staff member achievements. Our monthly first Friday Mass celebrations bring together students, teachers, parents, alumni, and parishioners, providing us the opportunity for community building moments, while practicing our faith. We believe it is critical to spend time together to help foster positive relationships across our entire school community. These relationships help our community members feel invested and a part of our school's success, motivating them to remain active supporters of our school's needs.

The school community of St. Catharine School places such a strong emphasis on our faith because we believe that through properly supporting the development of our students' faith and their relationship with God, we are able to foster essential core principles, values, and character traits that will ultimately best serve our students' academic, professional, and personal pursuits throughout their lives.

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 <u>X</u>   No

3. What is the educational cost per student? $<u>6910</u>
   (School budget divided by enrollment)

4. What is the average financial aid per student? $<u>2168</u>

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

6. What percentage of the student body receives
   scholarship assistance, including tuition reduction?   <u>11</u>%

REFERENCED BY NATIONAL NORMS

Subject: Math   **Test:** Terra Nova 3   **Grade:** 3
Edition/Publication Year: 2010   **Publisher:** CTB/McGraw-Hill   **Scores are reported here as:** NCEs

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	74
Number of students tested	46
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:

Subject: Math　　　　　　　　**Test:** Terra Nova 3　　　　　**Grade:** 4
Edition/Publication Year: 2010　　**Publisher:** CTB/McGraw-Hill　**Scores are reported here as:** NCEs

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	87
Number of students tested	21
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:

Subject: Math
Edition/Publication Year: 2010

Test: Terra Nova 3
Publisher: CTB/McGraw-Hill

Grade: 5
Scores are reported here as: NCEs

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	83
Number of students tested	43
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:

Subject: Math
Edition/Publication Year: 2010

Test: Terra Nova 3
Publisher: CTB/McGraw-Hill

Grade: 6
Scores are reported here as: NCEs

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	80
Number of students tested	44
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:

Subject: Math
Edition/Publication Year: 2010

Test: Terra Nova 3
Publisher: CTB/McGraw-Hill

Grade: 7
Scores are reported here as: NCEs

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	88
Number of students tested	63
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:

Subject: Math
Edition/Publication Year: 2010

Test: Terra Nova 3
Publisher: CTB/McGraw-Hill

Grade: 8
Scores are reported here as: NCEs

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	84
Number of students tested	64
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:

Subject: Reading/ELA **Test:** Terra Nova 3 **Grade:** 3
Edition/Publication Year: 2010 **Publisher:** CTB/McGraw-Hill **Scores are reported here as:** NCEs

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	84
Number of students tested	46
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:

Subject: Reading/ELA
Edition/Publication Year: 2010

Test: Terra Nova 3
Publisher: CTB/McGraw-Hill

Grade: 4
Scores are reported here as: NCEs

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	84
Number of students tested	21
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:

Subject: Reading/ELA **Test:** Terra Nova 3 **Grade:** 5
Edition/Publication Year: 2010 **Publisher:** CTB/McGraw- **Scores are reported here**
Hill **as:** NCEs

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	83
Number of students tested	43
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:

Subject: Reading/ELA   **Test:** Terra Nova 3   **Grade:** 6
Edition/Publication Year: 2010   **Publisher:** CTB/McGraw-Hill   **Scores are reported here as:** NCEs

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	79
Number of students tested	44
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:

Subject: Reading/ELA   **Test:**   Terra Nova 3   **Grade:**   7
Edition/Publication Year: 2010   **Publisher:**   CTB/McGraw-   **Scores are reported here**
                                                          Hill   **as:**   NCEs

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	83
Number of students tested	63
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:

Subject: Reading/ELA
Edition/Publication Year: 2010

Test: Terra Nova 3
Publisher: CTB/McGraw-Hill

Grade: 8
Scores are reported here as: NCEs

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	84
Number of students tested	64
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: