

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 Sr. Mary Charles Wienckoski

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

Official School Name Saint Helena School

(As it should appear in the official records)

School Mailing Address 930 Grove Avenue

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

Edison NJ 08820-1521
City State Zip Code+4 (9 digits total)

County Middlesex

Telephone (732) 549-6234

Fax (732) 549-6205

Web site/URL http://sthelenaedison.org/school-home

E-mail school@sthelenaedison.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*Ms. Ellen Ayoub

E-mail eyoub@diometuchen.org

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Mrs. Joan Maldony

(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 (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
 - 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 | 13 | 14 | 27 |
| K | 9 | 18 | 27 |
| 1 | 9 | 14 | 23 |
| 2 | 4 | 3 | 7 |
| 3 | 6 | 14 | 20 |
| 4 | 10 | 12 | 22 |
| 5 | 9 | 13 | 22 |
| 6 | 15 | 10 | 25 |
| 7 | 11 | 17 | 28 |
| 8 | 8 | 14 | 22 |
| 9 | 0 | 0 | 0 |
| 10 | 0 | 0 | 0 |
| 11 | 0 | 0 | 0 |
| 12 or higher | 0 | 0 | 0 |
| Total Students | 94 | 129 | 223 |

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 54 % Asian
 - 3 % Black or African American
 - 10 % Hispanic or Latino
 - 1 % Native Hawaiian or Other Pacific Islander
 - 25 % White
 - 7 % 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: 9%

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 <i>to</i> the school after October 1, 2016 until the end of the 2016-2017 school year | 18 |
| (2) Number of students who transferred <i>from</i> the school after October 1, 2016 until the end of the 2016-2017 school year | 8 |
| (3) Total of all transferred students [sum of rows (1) and (2)] | 26 |
| (4) Total number of students in the school as of October 1, 2016 | 277 |
| (5) Total transferred students in row (3) divided by total students in row (4) | 0.09 |
| (6) Amount in row (5) multiplied by 100 | 9 |

6. Specify each non-English language represented in the school (separate languages by commas): Mandarin and Spanish in school, Filipino (Tagalog dialect), Hindi, Tamil, Telugu, Malayalam, Cantonese, Arabic, Portuguese at home.

English Language Learners (ELL) in the school: 1 %
2 Total number ELL

7. Students eligible for free/reduced-priced meals: 5%
 Total number students who qualify: 11

8. Students receiving special education services: 8 %
18 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>1</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>7</u> Other Health Impaired |
| <u>0</u> Developmentally Delayed | <u>7</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>2</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 38

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, e.g., third grade teacher, history teacher, algebra teacher. | 19 |
| Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc. | 2 |
| Paraprofessionals under the supervision of a professional supporting single, group, or classroom students. | 1 |
| 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 12:1

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% | 96% | 96% | 96% | 96% |
| High school graduation rate | 0% | 0% | 0% | 0% | 0% |

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 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

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

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

Saint Helena School is dedicated to providing a well-rounded education for students. Gospel values are instilled by creating an environment of stewardship and by encouraging respect and tolerance. Strong academic skills are achieved through a challenging curriculum enriched by the study of fine arts, technology, and physical education. Challenge for Self, Charity for Others.

PART III – SUMMARY

Saint Helena School is a Roman Catholic School affiliated with the Diocese of Metuchen, located in a suburban area of central New Jersey. It is comprised of a diverse community consisting of many races, religions, and ethnic backgrounds.

On August 19, 1968, the Felician Sisters arrived at Saint Helena and held the school's first registration. One hundred sixty-four students enrolled in grades one through three. The first day of school was September 4, 1968. It was celebrated with a Mass presided by the pastor and attended by all the students and faculty. This tradition of celebrating Mass at the beginning of each year continues and includes honoring Saint Helena, the patroness of the school and parish.

The following year, a fourth grade was added and each year thereafter the school increased by one grade level. By September 3, 1972, the newly appointed pastor of Saint Helena Parish, welcomed four hundred forty students from grades one through seven at the opening school liturgy. The first graduation was held on June 9, 1974, and thirty-three students received diplomas. In September 1975, Kindergarten began for the first time.

As the school population began to increase, two additional classrooms were added, as well as, an expansion to the library. Also, in 2004, a second addition was built which included a state of the art Technology Lab and a fully equipped Science Lab. The expansion also included a Music, Art, and a Foreign Language room, as well as, two Pre-Kindergarten (Pre-K) rooms equipped with bathrooms. A large meeting room, Aftercare room, and a stage completed the addition.

At present, a Felician Sister is principal of Saint Helena School. Sister arrived in August of 1980, and continues to be part of its history. The school continues to thrive, meeting the needs of students from Pre-K3 to grade eight due to the support of the current pastor, a dedicated faculty, and devoted parents.

Through the years, Saint Helena School has grown and continues to provide students with many opportunities to develop and learn. The Home School Association (HSA) was formed to provide a forum for teachers and parents to collaborate with school administrators and parish/diocesan leaders to accomplish the mission of the Catholic Church as it relates to Catholic school education. Original activities planned by the HSA are the Advent wreath-making party and Mission Carnival which raise money for the Missionary Childhood Association. These events are woven into the life of Saint Helena School and have become the cornerstone from which other activities have emerged. Other annual events include clothing drives, school assemblies, and various social events. All these activities broaden students' knowledge of the world.

The curriculum highlights a strong base in the fundamentals of Reading, Writing, and Mathematics. Accelerated math classes are offered to students in grades six through eight. Exceptional math students advance to high school level classes under the direction of the math teacher in conjunction with Bishop Ahr High School. All students in grades four through eight have opportunities for math advancement through the Kahn Academy on-line program. Resources for remedial reinforcement and modifications are readily available.

At Saint Helena School, co-curricular activities include: Choir, Hand Bell Choir, Drama Club, Research Club, Book Talk Club, school musical performances, book fairs, Author's Skype, monthly "Pray with Us" recitation of the Rosary, basketball, track, and sports clinics. Students participate in the National Pueri Cantores Choir and join choirs from the east coast and Canada to sing at special Masses held in New York City and Washington DC. The Pueri Cantores Choir has traveled to Rome to join other choirs from around the world to sing for the Pope. Students compete in various annual academic competitions such as the Math, Science, Language Arts, and Geography National Olympiads. In the 2013-2014 competition, fourth grade won first place in the National Language Arts Olympiad. In the 2016-2017 competition, seventh grade won the National Geography Challenge. Students also compete in locally held Spelling Bees, writing competitions, and Bishop Ahr High School competitions involving all parish schools in the diocese.

There are many outreach programs that involve the students. The school has been awarded the Saint Therese of the Child Jesus Mission Award for contributions to the Missionary Childhood Association. Students, faculty and staff participate in donating turkeys for Thanksgiving to Catholic Charities, the Middlesex County Food Drive, and the Saint Vincent DePaul Society. During November an assembly is held to honor veterans who have served in the military. Students create cards and decorate pumpkins which are delivered to veterans residing at the Menlo Park Veterans Home in Edison, New Jersey. A Mass is held yearly to honor families of local police officers. Since 1986, \$165,740.00 has been raised for St. Jude Children's Research Hospital by the students who participated in the Math-a-Thon and Trike-a-Thon. Since 1990, the school children have supported the Materi Mission in Kenya, Africa. These funds have enable disadvantaged children to attend school. This demonstrates the dedication and contributions Saint Helena School makes to the community.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Saint Helena School has implemented a curriculum which highlights a strong base in the foundations of Reading, Writing, and Mathematics. The adaptation of Common Core Standards, as well as STREAM (Science, Technology, Religion, Engineering, Art, and Math) has helped to provide a challenging learning environment.

Language Arts in Pre-K, through the primary grades, focuses on phonics and phonetics to enable decoding, as well as, encoding. Throughout all grades emphasis is on fluency to enhance comprehension. Critical thinking skills are developed and built upon as students' abilities emerge and connections are made linking prior knowledge to the real world. Writing begins with sight words and progresses to the composition of various essay genres. The language arts component of "Speaking" is introduced with Show and Tell and advances to oral presentations. The school affords opportunities for engagement of students in letter writing activities and philanthropic projects involving the surrounding community.

Mathematics instruction, Pre-K through the primary grades, focuses on number sense, operations, and patterns. Addition and subtraction facts, as well as, multiplication facts are stressed to ensure accuracy in computation. Division, fractions and decimals are some of the topics explored in the middle and upper grades. Time is spent on each skill until mastery is achieved. Math concepts including algebra and geometry skills are introduced in all grades at an increasingly rigorous level. An Accelerated Math program is provided for students who show exceptional talent. Real world math problems are presented to all students daily. Topics are related to elections, population, and business.

Similarly, the Science curriculum focuses on inquiry-based activities that support conceptual understanding of Life, Earth, and Physical Science topics. Themes such as plants and animals, Earth's resources, and matter and energy are introduced at the primary level and increase in scope and depth as students advance through the grades. STREAM projects are directed toward authentic learning to solve problems such as, "How can we use animal mimicry to improve the world?" Interpretation and application of complex concepts are explored through laboratory experiences, visual presentations using technology and through hands-on experiences. Investigative and collaborative lessons provide opportunities for self and group assessment and for targeted teacher feedback. In these cases, the teacher acts as a facilitator of learning.

Social Studies incorporates civics in all grades and students learn how humans affect and influence communities. In the primary grades, community workers, for example, firefighters and police officers, meet with the students to give them firsthand knowledge of their occupations. From Pre-K4 through eighth grade, students are instructed on the types of government, their structure, function, and purpose. Elections and the voting process are addressed and explored. Good citizenship practices are instilled with the intent of promoting social harmony. Respect and tolerance are stressed with the purpose of enlightening students about cultural differences. This is evident in middle and upper grades where The Holocaust is studied. National resources, economic choice and consequence, and market and price are used as cross curricular topics in Math. These concepts are presented as a scaffold curriculum. Students use various technological tools which allow them to make connections with others in the real world. Students are provided opportunities to actively participate in civic-minded events such as food and clothing drives, recycling, and nursing home and senior center visits.

Teachers strive to provide an environment consistent with the school's values. The curriculum focuses on 21st century skills of critical thinking and problem solving involving teamwork and collaboration. Students are encouraged to be creative when approaching problem solving to better prepare them for future challenges in the real world.

The Pre-K3 and Pre-K4 curriculum is aligned with Kindergarten curriculum and standards. This ensures continuity through the early learning years. Solid foundations are established in the core subjects of Math, Language, Science and Social Studies using technology, play, music, art, and movement enhanced learning.

Teachers engage students in examining the world using inquiry and exploration. Social and emotional fundamentals are addressed through play and are supported by teacher modeling. There is an open and consistent communication with Kindergarten teachers to ensure proper curriculum development and skill achievement. Using vertical team teaching, students are assessed for Kindergarten readiness.

2. Other Curriculum Areas:

Visual Art is offered weekly to all grades. Students explore artistic techniques. Collaborative presentations using technology provide opportunities to present knowledge attained. Projects are entered in art contests, and are displayed in school hallways. Students in grades four through eight are provided an opportunity to assist in set design for school plays.

Theater Arts is offered to students in grades four through eight. Annually, students perform in junior versions of musical plays. Some examples are *Fiddler on the Roof*, *Beauty and the Beast*, and *Camelot*. Cast members are selected after auditions. Student crew members prepare stage design, sound design and lighting. The public is invited to performances and there is a special showing for senior citizens. All students participate in the annual Christmas show. Similarly, a Christmas Pageant is held Christmas Eve at the Children's Mass in the parish. Students of all faiths participate in these presentations.

All students participate in Physical Education weekly. Classes center around 21st century learning skills of creativity, collaboration, teamwork, and problem solving. Classes begin with warm up exercises that include an explanation of muscle groups being used. Skill instruction and teacher modeling is followed by student demonstration. Skills practiced are then used in a team building activity that poses a problem to be solved.

Health classes are presented to all grade levels, and classes are held quarterly. Students are instructed in hygiene, nutrition, and safety, relative to their grade level.

Saint Helena School is in compliance with the program's foreign language requirements, and Kindergarten through eighth grade participate in Spanish instruction weekly. Organized by topic, students learn basic grade appropriate lessons in Spanish vocabulary, grammar, and culture, in a faith based atmosphere using games, songs, projects and phonetic lessons that incorporate technology use. Aspects of culture, geography, holidays and traditions specific to Spanish speaking countries support a positive attitude toward cultural diversity. Mandarin has been offered to students in seventh and eighth grades. Classes are taught by a high school teacher via Skype or in person.

Technology education is fully supported with a complete technology lab consisting of 25 personal computers, an interactive whiteboard, document camera, Polycon system, and Apple TV. In addition to weekly classes, the lab, as well as a 24-computer media center in the library, is available for use to all teachers and students. A cart of 30 iPads for primary grades and Google Chromebooks for every student in grades four to eight further enhance inquiry-based learning. Each grade is equipped with an interactive whiteboard.

Weekly, Pre-K through fourth grade have library classes which provide exposure to a wide genre of literature and a firm foundation in library skills. Research skills begin with third grade and continue to grade six. Students produce bibliographies and cite information within a research paper. Grades seven and eight use the library with the subject area teacher or independently as a resource for other core subject projects. A computer media center is available for online research. The Book Talk Club, for grades three to eight, is held during lunch when students read and discuss literary selections.

Music class begins in the primary grades and focuses on developing sensitivity to the role music plays in life. Listening selections include classic and contemporary compositions. Students are introduced to music elements in grades three through five including music theory, note reading and writing. Elements of rhythm and melody are stressed to prepare students for vocal repertoire. Grades six through eight focus on music elements in a wider scope. All grades participate weekly.

As a Catholic school, Religion is an integral part of the curriculum and is evident in the school's motto,

“Challenge for Self, Charity to Others.” Religion classes are a fundamental part of the academic program. Scripture and the Catholic intellectual tradition help students think critically and ethically about the world around them. All students receive planned instruction on the Church’s social teaching. Students of all faiths are encouraged to participate in school prayer services. Classroom discussions encourage sharing of practices of different faiths. Mutual respect and tolerance is promoted at all levels.

3. Instructional Methods, Interventions, and Assessments:

At Saint Helena School, a myriad of approaches are in place to achieve instructional goals. The curriculum is adapted and aligned with Common Core State Standards to ensure an effective progression of subject matter taught. Instructional practices include active student engagement, a focus on depth of understanding, and application of knowledge and skills. Explicit Tier 1 teaching commonly includes lecture, modeling, use of the SMARTboard, Chromebooks, iPads, and problem-based learning. Whole group, small group, and flexible grouping are utilized to enhance student learning. Instruction is differentiated based on the students’ needs and abilities. Spiral review is also used to reinforce concepts previously acquired.

In the primary grades, teacher observation is critical and aids in decision-making regarding foundations for social and emotional growth. Age-appropriate play, art, music, technology, and hands-on activities are incorporated into lessons to help students achieve success. Literature, rich in vocabulary, is used to inspire and develop oral and written language. Poetry, rhyme, and song help to promote fluency. Comprehension of informational text is developed to understand facts and problems of the real world. Open-ended questions provide opportunities for higher-level thinking. Various genres in writing are explored including narrative, informative, and opinion pieces. Compositions increase in complexity as students advance through the grades. Text to student connections are made through meaningful discussions and writing essays. Critical thinking is encouraged where students not only identify facts, but use the facts to construct, categorize, and analyze.

Mathematics begins with the use of concrete manipulatives at the primary level and progresses through the grades with attention given to vertical alignment of skills. More advanced objectives include working with expressions and linear equations and developing an understanding of rational numbers. Use of math journals and word walls aid students in understanding of math terminology.

Through the Social Studies and Civics curriculum, students are offered opportunities to learn about other countries. Students collaborate in global projects that allow connections to others in the United States and around the world. Teachers incorporate current events that affect the nation, state, and local community. Middle school students study The Holocaust, Civil Rights, and Human Rights using primary sources and literature. Emphasis is placed on civic duties and responsibilities. All students participate in programs involving veterans, police officers and firefighters annually. Two examples of this are daily prayer for servicemen and women and the ever-changing Veterans’ Wall of Honor located on the first floor.

Science focuses on Life, Earth, Space, and Energy. Concepts introduced in primary grades spiral in intensity. Students participate in STREAM projects. Research based learning assignments and projects are explored. Students hypothesize, invent, assemble, and create making comparisons and drawing conclusions. The Science Lab is used for application of concepts and to test hypotheses.

Yearly standardized testing is used in grades one through eight to determine data-driven instruction for deficient as well as high-achieving students. Special needs are addressed through in-class support, Compensatory education, and Resource Room. The inclusion of Khan Academy into the curriculum allows differentiation and individualized instruction for all math students in grades four through eight. It challenges the more advanced students to move beyond class instruction, while providing opportunities for other students to practice, reinforce skills, and achieve mastery.

Multiple methods of assessment are implemented across all grade levels to prepare appropriate lesson plans to ensure student achievement. Rubrics are used to assess the learning outcomes. Student Growth Objectives (SGO) are created to guide lesson planning for differentiated instruction. Differentiation is determined by

assessment, which may be observational, written, or computer-generated. Teachers employ various techniques and tools as classroom-based learning measures. Teacher-created and textbook-based assessments are used to periodically monitor students' growth. Teacher observation proves beneficial in assessing daily progress. Literal, inferential, and critical thinking are assessed using oral and written comprehension questions.

There is no notable achievement gap evidence in the testing data although our school is quite diverse. (53.81 % Asian, 24.66% White, 2.69% Black or African American, 9.87% Hispanic/Latino, .45% American Indian or Alaska Native, 1.79% Native Hawaiian or Other Pacific Islander, and 6.73% Two or more races) There are no gaps in the performance of students.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Saint Helena School reflects a climate and culture consistent with the school mission statement “Challenge for Self, Charity for Others.” Members of the community often comment on the conduct and respect exhibited by students for one another. Students are charged with the mission of treating each other with compassion in the hopes of molding future citizens who make valuable contributions to the world. Respect for self and each other, despite differences, is emphasized daily. Kindness awards are presented to students who perform random acts of kindness. The recipients are honored by the principal during morning announcements and recognized with certificates.

The culture of the school is clearly designed to motivate students through diverse experiences and activities. STREAM projects incorporated into lessons encourage students to think critically. Collaboration is necessary to solve the problems presented. Students strategize possible solutions. Implementation of steps helps plans come to fruition. Clubs such as Research and Robotics encourage students to use critical thinking skills in an engaging and fun atmosphere. Monthly, the church breezeway is decorated with student created activities to showcase student learning. These experiences help prepare students with authentic learning necessary for success in the 21st Century. Additionally, the Social Action Club affords students the opportunity to put social concerns into action in the school and in the surrounding community. Activities and clubs change and develop as the needs of the students change. This supports the positive environment which encourages students to participate in many engaging activities. Together these activities help students flourish.

Students are encouraged to participate in many competitions held locally, statewide, and nationally. Some of the competitions include The National Geography Challenge, The Scholastic Challenge, Olympiads in various subject areas, poster contests, Knights of Columbus Spelling Bee, and the Diocesan Respect Life Art Contest, just to name a few.

At the heart of the school is the faculty and staff who work tirelessly to help ensure all students succeed. Teachers receive daily support from the principal who oversees all aspects of the school. The administration, faculty, and staff are recognized for their efforts with a token of appreciation and a Christmas Dinner hosted by the pastor each December. Each Spring on Teacher Appreciation Night, the Home School Association hosts a dinner attended by faculty, administration, and staff. An End of the Year Luncheon is also held.

The constant that remains throughout the school is a dedicated faculty, administrative team, and diocese that continue to recruit, promote, showcase, and ultimately ensure the culture of the school remains diverse and ever-present for the needs of our students.

2. Engaging Families and Community:

Saint Helena strongly believes that the strategy for success comes through partnerships with family, businesses, and civic organizations. School activities and accomplishments are communicated with parents and organizations through eBoard, website, PowerSchool, Honeywell Instant Alert System, emails, phone calls, and the parish bulletin. Stakeholders are invited to school events, such as the annual Halloween Spooktacular, Christmas Show, Advent Wreath Making Party, Catholic Schools Week activities and Spring Bash. Lectures are sponsored by the Home School Association and include presentations on Cyber-Bullying, Drug Abuse, and Student Study Skills. Saint Helena parents are supportive of academic endeavors and eager to collaborate with teachers to promote student success. Parents are invited to attend events displaying student work as the STREAM Festival, Open House, Research Club projects and art displays. During Open House, parents may observe classroom instruction which is followed by a family luncheon. Other occasions to showcase achievements are at the end of the year awards assembly and the 8th Grade graduation and award ceremony. Monetary awards for high school scholarships average \$150,000.00 annually. Students participate in national, state, and local competitions such as Smokey Bear

and Woodsy Owl Poster Contest, New Jersey Center for Book Winnings Contest, National Language Arts Olympiads, National Science Olympiad, National Geography Olympiad, Diocesan Calendar Contest and the Scholastic Challenge. Also, parental involvement is evident in the strong family attendance at sporting and various other school events.

Saint Helena's School mission is to foster thoughtful, contributing members of society. Faculty and staff work closely with the community to identify needs and formulate a plan that allows students to succeed. For example, eighth grade students are installed as safety patrol members. Patrols are responsible for the safety and welfare of underclassmen. Duties include escorting the younger students to classrooms, distributing lunches, and assisting with recess and dismissal. Seventh grade students organize and implement annual field day activities. Students participate in outreach programs and the school has placed first for the Saint Therese of the Child Jesus Mission award for contributions to the Missionary Childhood Association. Students organize and participate in multiple food drives throughout the year and have been recognized as outstanding participants by Middlesex County Food Organization and Outreach Distribution Services. Students participate in the Math-a-Thon and Trike-a-Thon for Saint Jude Children's Research Hospital, which has raised over \$165,764.00 since 1986. The school children have supported the Materi Mission in Kenya, Africa since 1990. Funds have enabled disadvantaged children to attend school. All this reflects the dedication and contributions Saint Helena School makes to the city, the community and the world.

3. Professional Development:

Saint Helena faculty participate in numerous professional development opportunities to ensure existing state licensing requirements are met and to be informed on current learning trends and conditions. Faculty members are provided with opportunities to participate in national, state, local, and diocesan workshops that support continuous improvement in knowledge and skills vital to 21st century learning. Monthly, all teachers participate in Professional Learning Communities (PLC). These communities evaluate strengths and weakness in academics. Workshops are planned to address weaknesses. Strategies acquired through workshops are discussed and implemented to improve the curriculum. Teachers observe one another and provide feedback via a diocesan approved form titled "Effective Learning Environment Observation Tool" (ELEOT). Additionally, formal and informal observations by the principal ensure that approved strategies are applied. Time is allotted in monthly faculty meetings to discuss PLC outcomes and results. Reflection and reevaluation is encouraged, and changes are made to the curriculum based on faculty suggestions. One change resulting from a diocesan wide reflection is the desire to improve student achievement and the implementation of Student Growth Objectives. Professional development workshops by the technology teacher and outside instructors in Google classroom, interactive white boards, and document cameras have had a direct impact on the types of technological advances the school has implemented in classrooms. Professional development in differentiation has resulted in changes in classroom assessments and teaching techniques. The implementation of rubrics across the Language Arts writing program is a direct result of the desire to convey better communication of expected teacher project outcomes. Additionally, alignment of the Math and Language Arts professional development workshops has enabled identification of learning deficits and has aided in the expansion of instruction geared toward remediation. The following diocesan workshops presented by Harry Wong "How to be a Successful and Effective Teacher" and Sally Northway Ogden "Creating Strong Kids in Tough Times" have provided insight for effective classroom management. Diocesan Faith Formation workshops provide deeper insight to religious dogma. Administrators and faculty have attended training in data analysis of the Terra Nova standardized test. Strengths and weaknesses have been identified and interpreted following discussion during monthly faculty meetings. It was concluded that mathematical word problems were an area in need of focus. To remedy this, "The Math Word Problem of the Day" was instituted. Time has been allotted in the master schedule specifically for this purpose. Reading comprehension is further expanded through discussion and evaluation of these daily word problems.

4. School Leadership:

The philosophy of Saint Helena School is student oriented and holistic. Spiritual, cultural, physical, academic, and moral development is guided by the leadership of the principal. The pastor, business

manager and School Advisory Council advise the principal on issues relating to the school. The principal's involvement as Co-chair of the AdvancEd Accreditations Committee, member of the Diocesan Principal Advisory Council, Board of Trustee for Felician University, and active leadership in school/parish functions influences and directs policies for effective instruction and assessment. There is an atmosphere of trust, respect, and collaboration throughout the community of teachers, parents, and stakeholders. Together an environment enriched with an understanding of faith and an allegiance to academic excellence is built. The principal, in conjunction with the leadership team, fosters an environment that ensures all students, staff, and stakeholders are held to high standards. Implementation of operation policies is noted in faculty meetings, teacher contracts, handbooks and budget reports. Stakeholders receive yearly and monthly calendars, meeting announcements, notices of upcoming events and yearly budget allocations. Communication is relayed on the church and school websites, email, eBoard, Facebook, and PowerSchool. Diocesan-wide programs are communicated through the principal, publicized in diocesan media and school notices, and implemented through faculty initiatives.

The principal and staff engage in on-going training and self-evaluation to safeguard that the philosophy is upheld. Mission statement and school motto postings are found throughout the school and appear on parent notices and publications as a visual reminder of the philosophy. The principal addresses the school community in morning announcements and opening prayers. Both pastor and principal welcome students daily, lead the school in dismissal, and are present at parish and school activities. AdvancEd accreditation along with diocesan curriculum and the adaptation of the Common Core State Standards ensures academic excellence. Graded assignments are recorded on PowerSchool and standardized test results are provided to parents annually. As a result, students have been the recipients of commendations from Johns Hopkins, NJ Math League, American Scholastic Achievement, and the Knights of Columbus Spelling Bee. National Olympiad Awards in Language Arts, Science, and Geography have also been attained. Students have received recognition in Robotics and at The Bishop Ahr Grammar School Competition. Together, the faculty, the Home School Association, and the School Advisory Council (SAC) provide input for school development with respect to academic achievement, learning enrichment, and faith formation.

PART VI – STRATEGIES FOR ACADEMIC SUCCESS

At Saint Helena School, the intentional building of relationships is a hallmark of school success. Students and parents alike cite the family atmosphere as a major factor that sets Saint Helena School apart. Parents are always welcome to visit the school to share time and expertise with students. Administrators and teachers are invested in students' success. Care and concern are evident in daily interaction with students. Saint Helena School takes pride in its motto "Challenge for Self, Charity for Others" which is evident in the caring atmosphere that exists. Administrators demonstrate care and respect for students through daily routines. Students are greeted by name each morning. Administrators engage and interact with students at lunch and recess each day. Many activities require support and encouragement which is readily given by the principal and pastor alike. Administrators are present outside each day to ensure the safe arrival and dismissal of every student. Commitment to others is apparent as faculty and staff greet, teach, and aid students throughout the day. It is not unusual to find teachers helping students before school or during lunchtime. Careful consideration is given to differentiate instruction to best educate students. In some cases, this extends through Aftercare when students receive help with homework. Students feel safe in an environment where teachers encourage respect and tolerance. When families are in crisis or experience difficult times, the school rallies with support. Such is the case of a local police officer with cancer. The school came to the family's aid and collected money and gifts. When children know that adults care and have provided a safe place to explore and make mistakes, the students are free to learn, take risks, and seek new interests. In turn, an atmosphere where students show care and concern is created which transitions into action. This is shown through Saint Helena School faculty guiding students in activities which promote good citizenship.

Saint Helena School has helped the needy and victims of natural disasters with clothing and food drives. Veterans have been honored with cards, songs and assemblies. Decorated pumpkins have been donated to the Menlo Park Veterans' Home. The sale of tee shirts has raised money for hurricane relief. Members of the school and community participated in these events. Enlisted servicemen and women in all branches of the military have been the recipients of personalized cards and gifts shipped from the students.

All these things working in concert have helped foster an atmosphere of mutual trust, care, and concern. This creates an environment where students flourish and develop into good citizens where learning and compassion are evident.

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? \$7349
(School budget divided by enrollment)

4. What is the average financial aid per student? \$640

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

6. What percentage of the student body receives scholarship assistance, including tuition reduction? 4%

PART VIII – ASSESSMENT RESULTS FOR NORM-REFERENCED TESTS

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: Terra Nova 3

Grade: 3

Edition/Publication Year: 2012

Publisher: CTB/McGraw-Hill

Scores are reported here as: Scaled scores

| | |
|--|-----------|
| School Year | 2016-2017 |
| Testing month | Apr |
| SCHOOL SCORES | |
| Average Score | 643.1 |
| Number of students tested | 26 |
| Percent of total students tested | 96.29 |
| Number of students alternatively assessed | 0 |
| Percent of students alternatively assessed | 0 |
| SUBGROUP SCORES | |
| 1. Asian | |
| Average Score | 652.1 |
| Number of students tested | 16 |
| 2. Other 2 | |
| Average Score | |
| Number of students tested | |
| 3. Other 3 | |
| Average Score | |
| Number of students tested | |

NOTES: Black or African American, Hispanic/Latino, and two or more races subgroups not reported due to having fewer than 10 students.

REFERENCED BY NATIONAL NORMS

Subject: Math
Edition/Publication Year: 2012

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

Grade: 4
Scores are reported here as: Scaled scores

| | |
|--|-----------|
| School Year | 2016-2017 |
| Testing month | Apr |
| SCHOOL SCORES | |
| Average Score | 667 |
| Number of students tested | 25 |
| Percent of total students tested | 96.15 |
| Number of students alternatively assessed | 0 |
| Percent of students alternatively assessed | 0 |
| SUBGROUP SCORES | |
| 1. Asian | |
| Average Score | 683 |
| Number of students tested | 12 |
| 2. Other 2 | |
| Average Score | |
| Number of students tested | |
| 3. Other 3 | |
| Average Score | |
| Number of students tested | |

NOTES: Black or African American, Hispanic/Latino, and two or more races subgroups not reported due to having fewer than 10 tested students.

REFERENCED BY NATIONAL NORMS

Subject: Math
Edition/Publication Year: 2012

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

Grade: 5
Scores are reported here as: Scaled scores

| | |
|--|-----------|
| School Year | 2016-2017 |
| Testing month | Apr |
| SCHOOL SCORES | |
| Average Score | 691.7 |
| Number of students tested | 30 |
| Percent of total students tested | 97.77 |
| Number of students alternatively assessed | 0 |
| Percent of students alternatively assessed | 0 |
| SUBGROUP SCORES | |
| 1. Asian | |
| Average Score | 707 |
| Number of students tested | 14 |
| 2. Other 2 | |
| Average Score | |
| Number of students tested | |
| 3. Other 3 | |
| Average Score | |
| Number of students tested | |

NOTES: Hispanic/Latino, and two or more races subgroups not reported due to having fewer than 10 tested students.

REFERENCED BY NATIONAL NORMS

Subject: Math
Edition/Publication Year: 2012

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

Grade: 6
Scores are reported here as: Scaled scores

| | |
|--|-----------|
| School Year | 2016-2017 |
| Testing month | Apr |
| SCHOOL SCORES | |
| Average Score | 725.1 |
| Number of students tested | 28 |
| Percent of total students tested | 97.55 |
| Number of students alternatively assessed | 0 |
| Percent of students alternatively assessed | 0 |
| SUBGROUP SCORES | |
| 1. Asian | |
| Average Score | 740.2 |
| Number of students tested | 17 |
| 2. Other 2 | |
| Average Score | |
| Number of students tested | |
| 3. Other 3 | |
| Average Score | |
| Number of students tested | |

NOTES: Hispanic/Latino subgroup not reported due to having fewer than 10 tested students.

REFERENCED BY NATIONAL NORMS

Subject: Math
Edition/Publication Year: 2012

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

Grade: 7
Scores are reported here as: Scaled scores

| | |
|--|-----------|
| School Year | 2016-2017 |
| Testing month | Apr |
| SCHOOL SCORES | |
| Average Score | 741 |
| 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. Asian | |
| Average Score | 766.3 |
| Number of students tested | 14 |
| 2. Other 2 | |
| Average Score | |
| Number of students tested | |
| 3. Other 3 | |
| Average Score | |
| Number of students tested | |

NOTES: American Indian/Alaska Native, Black or African American, Hispanic/Latino, and two or more races subgroups not reported due to having fewer than 10 tested students.

REFERENCED BY NATIONAL NORMS

Subject: Math
Edition/Publication Year: 2012

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

Grade: 8
Scores are reported here as: Scaled scores

| | |
|--|-----------|
| School Year | 2016-2017 |
| Testing month | Apr |
| SCHOOL SCORES | |
| Average Score | 746.4 |
| Number of students tested | 27 |
| Percent of total students tested | 96.42 |
| Number of students alternatively assessed | 0 |
| Percent of students alternatively assessed | 0 |
| SUBGROUP SCORES | |
| 1. Asian | |
| Average Score | 759.7 |
| Number of students tested | 11 |
| 2. Other 2 | |
| Average Score | |
| Number of students tested | |
| 3. Other 3 | |
| Average Score | |
| Number of students tested | |

NOTES: Black or African American, Hispanic/Latino, and two or more races subgroups not reported due to having fewer than 10 tested students.

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA
Edition/Publication Year: 2012

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

Grade: 3
Scores are reported here as: Scaled scores

| | |
|--|-----------|
| School Year | 2016-2017 |
| Testing month | Apr |
| SCHOOL SCORES | |
| Average Score | 652.7 |
| Number of students tested | 26 |
| Percent of total students tested | 96.29 |
| Number of students alternatively assessed | 0 |
| Percent of students alternatively assessed | 0 |
| SUBGROUP SCORES | |
| 1. Asian | |
| Average Score | 661.4 |
| Number of students tested | 16 |
| 2. Other 2 | |
| Average Score | |
| Number of students tested | |
| 3. Other 3 | |
| Average Score | |
| Number of students tested | |

NOTES: Black or African American, Hispanic/Latino, and two or more races subgroups not reported due to having fewer than 10 tested students.

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA
Edition/Publication Year: 2012

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

Grade: 4
Scores are reported here as: Scaled scores

| | |
|--|-----------|
| School Year | 2016-2017 |
| Testing month | Apr |
| SCHOOL SCORES | |
| Average Score | 666.5 |
| Number of students tested | 25 |
| Percent of total students tested | 96.15 |
| Number of students alternatively assessed | 0 |
| Percent of students alternatively assessed | 0 |
| SUBGROUP SCORES | |
| 1. Asian | |
| Average Score | 677.6 |
| Number of students tested | 12 |
| 2. Other 2 | |
| Average Score | |
| Number of students tested | |
| 3. Other 3 | |
| Average Score | |
| Number of students tested | |

NOTES: Black or African American, Hispanic/Latino, and two or more races subgroups not reported due to having fewer than 10 tested students.

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA
Edition/Publication Year: 2012

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

Grade: 5
Scores are reported here as: Scaled scores

| | |
|--|-----------|
| School Year | 2016-2017 |
| Testing month | Apr |
| SCHOOL SCORES | |
| Average Score | 681 |
| Number of students tested | 30 |
| Percent of total students tested | 97.77 |
| Number of students alternatively assessed | 0 |
| Percent of students alternatively assessed | 0 |
| SUBGROUP SCORES | |
| 1. Asian | |
| Average Score | 691.2 |
| Number of students tested | 14 |
| 2. Other 2 | |
| Average Score | |
| Number of students tested | |
| 3. Other 3 | |
| Average Score | |
| Number of students tested | |

NOTES: Hispanic/Latino, and two or more races subgroups not reported due to having fewer than 10 tested students.

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA
Edition/Publication Year: 2012

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

Grade: 6
Scores are reported here as: Scaled scores

| | |
|--|-----------|
| School Year | 2016-2017 |
| Testing month | Apr |
| SCHOOL SCORES | |
| Average Score | 691.4 |
| Number of students tested | 28 |
| Percent of total students tested | 97.55 |
| Number of students alternatively assessed | 0 |
| Percent of students alternatively assessed | 0 |
| SUBGROUP SCORES | |
| 1. Asian | |
| Average Score | 696.8 |
| Number of students tested | 17 |
| 2. Other 2 | |
| Average Score | |
| Number of students tested | |
| 3. Other 3 | |
| Average Score | |
| Number of students tested | |

NOTES: Hispanic/Latino subgroup not reported due to having fewer than 10 tested students.

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA
Edition/Publication Year: 2012

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

Grade: 7
Scores are reported here as: Scaled scores

| | |
|--|-----------|
| School Year | 2016-2017 |
| Testing month | Apr |
| SCHOOL SCORES | |
| Average Score | 709.7 |
| 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. Asian | |
| Average Score | 724.2 |
| Number of students tested | 14 |
| 2. Other 2 | |
| Average Score | |
| Number of students tested | |
| 3. Other 3 | |
| Average Score | |
| Number of students tested | |

NOTES: American Indian/Alaska Native, Black or African American, Hispanic/Latino, and two or more races subgroups not reported due to having fewer than 10 tested students.

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA
Edition/Publication Year: 2012

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

Grade: 8
Scores are reported here as: Scaled scores

| | |
|--|-----------|
| School Year | 2016-2017 |
| Testing month | Apr |
| SCHOOL SCORES | |
| Average Score | 712.9 |
| Number of students tested | 27 |
| Percent of total students tested | 96.42 |
| Number of students alternatively assessed | 0 |
| Percent of students alternatively assessed | 0 |
| SUBGROUP SCORES | |
| 1. Asian | |
| Average Score | 726.3 |
| Number of students tested | 11 |
| 2. Other 2 | |
| Average Score | |
| Number of students tested | |
| 3. Other 3 | |
| Average Score | |
| Number of students tested | |

NOTES: Black or African American, Hispanic/Latino, and two or more races subgroups not reported due to having fewer than 10 tested students.