

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	29	28	57
K	3	9	12
1	7	15	22
2	6	10	16
3	6	10	16
4	3	5	8
5	9	7	16
6	10	7	17
7	11	13	24
8	14	10	24
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	98	114	212

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 45 % Asian
 - 13 % Black or African American
 - 24 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 11 % 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: 3%

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	4
(2) Number of students who transferred <i>from</i> the school after October 1, 2016 until the end of the 2016-2017 school year	4
(3) Total of all transferred students [sum of rows (1) and (2)]	8
(4) Total number of students in the school as of October 1, 2016	232
(5) Total transferred students in row (3) divided by total students in row (4)	0.03
(6) Amount in row (5) multiplied by 100	3

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

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

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

8. Students receiving special education services: 10 %
21 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> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>1</u> Other Health Impaired |
| <u>0</u> Developmentally Delayed | <u>6</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>14</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: 3

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.	15
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	3
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	4
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	0

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 14:1

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	92%	97%	97%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

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

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

Our mission is to strengthen faith, enlighten minds, and transform hearts, one student at a time.

PART III – SUMMARY

Transfiguration Academy is a Roman Catholic elementary school in the Archdiocese of Newark, New Jersey. It is located in northeast Bergen County in the Borough of Bergenfield and serves 212 students in Pre-Kindergarten through grade 8. The academy can trace its history back to 1921 when St. John the Evangelist School was founded by the School Sisters of Notre Dame. In 2006, St. John's was renamed Transfiguration Academy and merged with the nearby schools of Ascension in New Milford and St. Mary's in Dumont. Transfiguration Academy has been accredited by the Middle States Association since its inception and is in the process of becoming reaccredited this year.

Transfiguration Academy is comprised of a diverse student population representing a variety of ethnicities, cultures, and socio-economic groups. The school operates under the beliefs and traditions of the Roman Catholic Church but the student body reflects several Christian and non-Christian faiths. While a majority of our students reside in Bergenfield, the Academy draws students from nine surrounding middle-class communities. This diverse student population enables our students to learn about and become more accepting of other cultures.

Transfiguration Academy has a proud history of providing a quality education in a Christian environment. All instructional staff is certified and many have advanced degrees. Students are challenged to be creative, to think critically and to discover and find both usefulness and enjoyment in their learning. However, the school does not do this alone. Within the partnership of home, school and parish, the responsibility of providing children with personal, moral and civic values is a priority. Transfiguration Academy flourishes in an atmosphere of mutual respect and cooperation and is guided by its mission to "strengthen faith, enlighten minds and transform hearts, one student at a time".

As a Catholic school, the opportunity to strengthen the faith of the students occurs throughout the day. Each day begins with the school community gathering for morning prayers. Students also pray together before and after lunch and at the end of each day. Formal prayer also takes place on the first Friday of each month as well as Holy Days when the school community gathers with parishioners of St. John the Evangelist Church for Mass. Other formal prayer opportunities include celebrating the Sacrament of Reconciliation and praying the Rosary and the Stations of the Cross. Transfiguration Academy is privileged to have the priests and deacon from St. John's and from Ascension Parish teach a religion class to each grade weekly.

Transfiguration Academy's mission to enlighten minds goes beyond the curriculum that is taught each day. This year the school has begun a bi-monthly enrichment program to allow students to apply and extend their knowledge. Students have the option to choose an activity they want to explore or one in which they already have a talent such as junior robotics, film critique, film making, and scrapbooking. Transfiguration Academy provides many opportunities for students to express themselves through the arts. Drama Club, an annual school musical, winter and spring concerts, band, choir, and a spring art show are just a sample of the programs that are in place to showcase the students' talents. Finally, a well-established sports program teaches students the importance of physical activity, good sportsmanship and teamwork. These opportunities help our students explore areas where their interests and talents lie and builds their confidence in all academic areas.

Learning about one's faith becomes more valuable when it is applied to the real world and shared with others. Transfiguration Academy is committed to transforming the hearts of its students to enable them to put their education and faith into action. All students are involved in service. Students raise money for the missionary work of the Church and by taking part in the "Making Strides for Cancer" walk at a local park. They collect canned food for the hungry and hats, scarves and gloves for the less fortunate.

Transfiguration Academy is a community of disciples and a community of learners, working together for the good of each other and for the good of the community. It is a community that celebrates the uniqueness of the individual and strives to build on individual talents and meet individual needs. It is a community that is dedicated to helping each child excel, one student at a time.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Transfiguration Academy’s curriculum follows the Archdiocese of Newark’s Curriculum Guidelines which are aligned to the New Jersey Student Learning Standards.

Reading/English Language Arts

The reading program engages students with a variety of informational text and literature across all genres. The language arts curriculum is fortified with foundational skills that build from phonemic and phonological awareness to word recognition, analysis, and fluency. A writing workshop model provides varied opportunities in narrative, informative and opinion pieces to achieve refinement in all aspects of written language.

The Middle School program develops oral communication skills through various methods such as declamation, interpretative reading, choral recitation, presentations, interviews, and public speaking. Written communication skills are developed through exposure to various writing forms such as narrative, descriptive, extemporaneous, and persuasive. An emphasis on grammar throughout the language arts curriculum helps students become effective communicators. Students read both fiction and non-fiction works, including: short stories, drama, poetry, essays and novels. Projects based on books, short research essays and oral presentations require students to apply language arts skills across the curriculum.

Mathematics

The mathematics curriculum in the primary grades focuses on: building number sense; developing computational skills in addition, subtraction, multiplication and division; understanding and designing graphs, tables, and charts; working with fractions, money, and time. Students have the opportunity to work with a variety of tools and manipulatives, and to use technology to support individual and group learning.

Using a variety of digital and print resources to differentiate instruction, middle school teachers build upon the foundational skills and develop students’ ability to apply mathematical concepts to solve problems. The mathematics program in the middle school grades allows students who have mastered the pre-requisite skills to complete an Algebra 1 course in Grade 8.

Science

The science curriculum in kindergarten through grade 4 exposes students to topics in physical science, life science, earth and space science. The areas of study include; the interactions of living things, energy and motion, changes over time, solids, liquids, gases, and personal hygiene/health. Students not only read and learn about these topics but can connect them to real life through inquiry based and experiential learning.

The science curriculum for 5th through 8th grades is primarily a project-based approach with an emphasis on experiments, virtual labs, and cooperative learning. With a focus on the Next Generation Science Standards, students are being led to explore concepts through an integrated approach that supports learning in various disciplines. Curriculum topics encompass climate/weather, ecology, space exploration, technology, genetics, animal and plant cells, meiosis/mitosis, physics, chemical reactions and atomic structure. Students are provided opportunities to apply scientific concepts to make models and solve real-world problems.

Social Studies

The social studies curriculum in kindergarten through grade 3 focuses on learning map skills and developing students’ understanding of the various communities of which they are a part. The topics studied include: types of communities, occupations, transportation, economics, and core ideas of citizenship. The 4th grade curriculum takes students on a journey through New Jersey history from early colonial times, through the Revolutionary and Civil Wars and up until modern times. Students also learn about the regions and geographical features of their home state.

The middle school curriculum encompasses the disciplines of U.S. history, civics, economics, geography, and world history and cultures, with the goal of exposing students to the interconnection of global events and their effects on other aspects of world affairs. Students experience historical and current events through the interactive study of primary source artifacts, non-fiction and historical fiction texts, financial market simulations, local civic engagement activities, and virtual field trips and exhibitions. The social studies program prepares students to be informed and engaged citizens on a local and global level.

Pre-Kindergarten Curriculum

Transfiguration Academy's Pre-Kindergarten Program is a balanced kindergarten preparatory curriculum, integrating language arts strands with the following core disciplines: religion, social studies, science, and mathematics. The curriculum features interdisciplinary instruction through a project-based approach to learning. Beyond learning the alphabet, shapes, and numbers, students are provided with a variety of educational experiences that prepare them for success in the primary grades. The pre-kindergarten program is designed to focus on the developmental needs of each child while fostering independence.

2. Other Curriculum Areas:

The Arts

The goal of the visual arts program is to nurture students' appreciation for the arts while developing their artistic abilities. Students learn to identify and incorporate the elements and principles of art, and how to use a variety of mediums and techniques in their work. They learn creative problem solving and effective expression of ideas through critiquing and creating art. Students are inspired by art movements and accomplished artists throughout history and across cultures. All students in grades K-8 receive 45 minutes of visual arts instruction each week.

The performing arts curriculum focuses on vocal and instrumental music, basic music theory and music appreciation and history. In Pre-Kindergarten through second grade, the children learn Christian/ and popular children's songs. They also learn about instruments of the orchestra and great composers and they learn to play percussion instruments including xylophones.

Third and fourth grade students participate in Recorder Ensemble and children learn to play simple pieces for concerts. In fourth grade, more advanced music and theory is learned. The middle school curriculum centers on music history, films, artist profiles, and examples of master composers. Middle school students explore early pioneers of Rock and Roll, as well as classic composers such as, Bach, Handel, Vivaldi, and Mozart. Additionally, all students learn hymns that are used for Mass as well as songs for a winter and spring concert.

Physical Education

The physical education program is designed to meet the developmental needs of students. In pre-kindergarten the focus is on following simple rules and movement exploration. Kindergarten to third grade concentrates on basic locomotor movements, responsible behavior and safety. Students in grades 4 through 8 meet two to three times a week for physical education class. Students learn combined movement concepts with skills specific to a wide variety of physical activities and game situations. The importance of cooperation and teamwork is emphasized at this level.

Foreign Language

Transfiguration Academy is in compliance with the program's foreign language requirement. The foreign language curriculum prepares each student to use their language proficiency to effectively communicate in a global society. Transfiguration Academy has a strong foreign language program in which Spanish is studied, practiced, and developed using visual aids, exercises, projects, and working collaboratively. Students learn to communicate effectively and gain knowledge and understanding of other cultures. The program enables students to apply their language skills to engage in meaningful conversations regarding community and culture by comparing life in the United States with that of the Spanish-speaking world. Students participate in 45-minute sessions once a week for Pre-Kindergarten through grade four, and four times a week for grades five through eight.

Technology

Transfiguration Academy uses technology throughout all classrooms with the aid of Chromebooks and 40-minute technology classes once a week for all grades (preschool- eighth grade). The use of Chromebooks and other media is being used to enhance the engagement and the learning throughout the school. The areas of focus in the weekly technology class include word processing skills, keyboarding, coding, and researching skills. The school's technology integration specialist works with classroom teachers to ensure that students develop the technology skills needed to support and enhance learning in all subject areas. The use of Google classroom and G-Suite in grades 5th-8th has also become an integral part of how students and teachers are communicating with one another in and out of the classroom.

Religion

The school's religion curriculum is designed to teach students the beliefs, prayers and practices of the Catholic faith and to prepare students to be productive and loving members of the Church and society. All students have a religion class each day. The topics studied in kindergarten through fourth grade include prayers, religious holidays, the Holy Family, sacraments, the Ten Commandments and the Apostles. In the upper grades the children learn about the Church's liturgy, the Old and New Testaments, the life of Jesus, the Apostles and the early Christian communities. In the 8th grade, the children study Church History and the role of the Holy Spirit as the driving force in the Church.

3. Instructional Methods, Interventions, and Assessments:

Transfiguration Academy embraces its mission to enlighten minds one student at a time by employing a variety of instructional strategies. Instruction and assignments are differentiated throughout the grades and in every subject. The primary grades use reading and writing workshops, presenting content through whole group meetings and skills-based mini lessons. Other content areas, such as social studies, science and religion, are taught with the goal of not only building students' content knowledge but also improving their reading and writing skills. Students learn mathematics through a combination of a constructivist approach and memorization of basic math facts. Middle school teachers present the content through a balance of lecture, group work and student presentations and projects and science adds a laboratory component to learning science concepts. In grades seven and eight math, students are grouped according to ability into Pre-Algebra and Algebra I classes. Instruction is a combination of lecture, collaborative learning, and project-based learning. Teachers use smart boards to present students supplemental materials and engage students in interactive learning experiences.

An intervention team is in place to meet the needs of students requiring extra support. This team meets on an "as needed" basis, after a classroom teacher refers a student in need of a specific, targeted intervention plan. The team, comprised of the teacher, parent, school administration, nurse, and consultants from Bergen County Region V, works together to implement specific teaching strategies to meet the needs of the student. The team also monitors the progress of the plan and modifies it as necessary. When interventions are not successful, students can be referred to the Child Study Team through Bergen County Special Services. Bergen County also provides a support teacher and a speech therapist.

High achieving students are challenged through differentiated reading assignments and in eighth grade, through Algebra I. Our bi-monthly enrichment period gives students an opportunity to participate in film making and film critique classes, robotics, and in an on-line stock market simulation. High achieving students also participate in various academic competitions and the Future City Engineering competition.

Assessment is both formative and summative and is used to make decisions concerning instruction and professional development. Primary grade teachers use the Developmental Reading Assessment (DRA) to determine students' reading level allowing them to differentiate instruction and the texts students will use. Progress is monitored informally in guided reading groups, and more formally using running records to assist in making further adjustments in each child's instructional program. Middle school teachers use a variety of formative assessments including traditional paper and pencil tests and quizzes, projects, lab reports, and oral presentations.

Each year in early March, Transfiguration Academy administers the Terra Nova, 3rd Edition standardized

assessment to all students in grades two through eight. Data from the Terra Nova assessment is usually available in late spring. Administration and teachers analyze the data and set improvement goals using the Archdiocesan Instructional Improvement Plan format. This process assists the faculty of Transfiguration Academy in identifying students' strengths and weaknesses, setting achievement goals, and planning professional development for the coming school year. Spring 2017 data revealed the need to increase individual student growth in mathematics. A closer look at student performance identified problem solving as an area in need of greater focus in all grades. This school year, all math teachers have begun the process of evaluating math instructional resources to provide a variety of problem solving opportunities. Middle school teachers are also utilizing unit-based, cross-curricular activities and projects to apply mathematical skills.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Transfiguration Academy is a community of learners striving to build a strong academic foundation as well as providing the spiritual tools students will need to contribute to society according to the Christian virtues of faith and love. Administration, faculty and staff ensure that the school is a safe environment where diversity is celebrated and respect is not only the expectation but the norm. Transfiguration Academy is a family made up of faculty, staff, students, parents, parish clergy, and alumni.

Students are at the center of everything that occurs at the school. The faculty and staff are committed to instilling in students a love of learning and the awareness that all are life-long learners. Student achievement is recognized daily during the school-wide morning gathering for prayer and more formally during a year-end awards assembly. Students compete academically in scholastic events at local high schools and through participation in the national Future City Engineering competition. Students compete physically on one of two volleyball teams or seven basketball teams. Additionally, students share their artistic talents through an annual art show, the school musical, choir, and in winter and spring concerts.

This year an enrichment period has been instituted. Twice each month, students participate in a club or activity to explore and cultivate interests and talents they may have in areas beyond the regular curriculum. Students self-select activities such as stock market club, film making, bell choir, cooking, dance team, robotics, and scrapbooking. This enrichment period has been very successful and popular among the students and the staff alike and is making a connection to what is learned in the classroom and how it is applied in everyday life.

Transfiguration Academy is equally committed to forming its students spiritually. Intellectual knowledge about the Catholic faith is shared in daily religion class. Students are then given opportunities to put their faith into action through daily prayer, attending school Masses and giving back through food and winter clothing drives, donating funds to local and national charities, and providing desserts to a local homeless shelter.

The community of Transfiguration Academy clearly values the professionalism, dedication and commitment of its faculty and staff. Just as parents have chosen to send their children to the school, so too have teachers chosen to work at Transfiguration Academy. School leadership strives to create an atmosphere of mutual respect and collaboration where creativity and risk-taking are valued. There is no better reward for the faculty's hard work than the success that students achieve after graduation and the bond that remains between faculty, alumni and their families.

2. Engaging Families and Community:

The family and community atmosphere that pervades Transfiguration Academy is often cited as one of the characteristics of the school that draws new families to enroll their children. Parents are highly engaged in the life of Transfiguration Academy. Before the start of the school year, pre-k and kindergarten parents attend a class orientation. All parents are welcomed at the start of each school year with a Back-to-School Night, a Home School Association Meeting, and a new parent social. Two highly anticipated family events are International Night, a night of international food and entertainment by the children, and Family Fun Night, a night of athletic events pairing students with their parents.

Clear lines of communication are also vital to keeping families engaged in their child's academic progress and the day-to-day activities of the school. Parents have instant access to their child's grades through the Power School parent portal. They can also access daily assignments through the school web site, on which each teacher has a page to post assignments and class announcements. School Messenger is used to send announcements via phone, text and email. Many teachers also utilize the Class Dojo and Remind applications to keep parents informed of daily activities and progress. Transfiguration Academy's web site is also a source of information for parents and the community. In addition to the school calendar, lunch

menu and many helpful forms and links, the Backpack Folder contains all flyers sponsored by the school, the parish and community groups.

The Transfiguration Home School Association seeks to engage families in various activities including fundraising and planning school-wide parties. They also bring in speakers from the community to speak to parents on subjects such as fire safety, home security and other pertinent family issues. Parents work diligently on the school marketing committee and several parents are members of the School Advisory Board and our Middle States Steering Committee.

Transfiguration Academy also strives to be engaged in the local community. Weekly bulletin announcements are placed in three of the local parishes. The annual Thanksgiving Dinner held the weekend before Thanksgiving is a popular community event. During Catholic Schools Week, the 8th grade class hosts a “senior prom” for local senior citizens. The school is also represented at Bergenfield’s Family Fun Day and Holiday in the Park by a group of parents who host a table of games for kids and information about the academy for the adults.

3. Professional Development:

The faculty and staff, as leaders of the Transfiguration Academy community of learners, engage in a variety of professional development activities to increase their knowledge and to serve as models of continuous learning to the entire community. Professional development for the new school year begins at the end of the previous year, after a careful review of student assessment data as well as data gleaned from teacher observations. A school Instructional Improvement Plan is developed summarizing student growth by cohort, identifying areas of concern, creating an action plan to address these areas of concern, and describing professional development that will take place during the upcoming year to increase the faculty’s repertoire of instructional strategies. This plan also includes focus areas for school administrators’ walkthroughs.

Professional development is made available in several ways. Each year the Archdiocesan Schools Office hosts workshops open to all Catholic School teachers in the Archdiocese of Newark. Under the direction of the Schools Office, teachers have collaborated with their colleagues from across the Archdiocese in developing curriculum maps for Language Arts, Mathematics, and Technology, with maps for Science and Religion currently in progress. Another recent workshop, attended by the entire faculty, focused on Response to Intervention strategies to help teachers better meet the needs of diverse learners. The technology teacher also attends professional development for technology integration provided by the Archdiocese. The ideas and strategies presented at these workshops are shared with the rest of the faculty.

Professional development is also made available at the school level, addressing the needs of the Transfiguration Academy faculty. The academy is fortunate to have an excellent working relationship with the local public school district. For the past two years, teachers have participated in professional development workshops offered by the Bergenfield Public Schools during the summer. The district’s administration has also assisted in providing Transfiguration faculty with professional development in Balanced Literacy, providing instructional coaches for in class support throughout the school year, and allowing Transfiguration faculty to visit district schools and classrooms. Additionally, outside consultants have been utilized to share strategies for effective writing instruction, using Google Classroom, and CPR/First Aid certification. For the past two years the entire faculty and staff, in preparation for Middle States reaccreditation, have undertaken a comprehensive self-study which has led to a seven-year plan for school improvement.

4. School Leadership:

Leadership is exercised through collaboration between the principal, the academy’s instructional leader, and the pastor of St. John the Evangelist Church, the academy’s pastoral administrator. Together with faculty, staff, parent, and student leaders, they work to maintain high academic standards and the school’s Catholic Identity.

The principal is responsible for the daily operations of the school and reports directly to the Superintendent of Schools for the Archdiocese of Newark, who is responsible for the operation of all of the Archdiocesan schools. The leadership philosophy of the principal, and the expectation for all Transfiguration Academy leaders, is one of servant leadership. This model espouses that leaders serve and are not served and that a leader doesn't assign a task that they themselves aren't willing to do if necessary. As the instructional leader, the principal serves as coach, cheerleader, observer, spokesperson, listener, and consensus builder among all constituents of the school community. The principal believes that leadership is based upon being visible and having an open door policy for faculty, staff, parents and students. In addition to being the instructional leader, the principal is the chief advocate for the students, faculty and staff.

The pastoral administrator serves as the spiritual leader of Transfiguration Academy. In addition to ensuring that the teachings and tradition of the Church are upheld, he also ministers to the spiritual needs of the students and adults of the community. He is responsible for leading retreats, administering the sacraments, and overseeing the continuous spiritual formation of all involved in the academy. The pastor has also committed, along with all of the clergy of St. John's and the pastor of the Church of the Ascension, a heritage parish, to teach religion class to all students once per week. Finally, the pastor serves as a member of the School Advisory Board and the Home School Association.

An active School Advisory Board meets throughout the year, lending their expertise and advice to ensure the success and sustainability of the school. Faculty and staff all assume leadership positions in the role they carry out as well as in additional clubs and activities that they oversee. They also collaborate in major school decisions such as the selection of instructional resources, professional development planning and the implementation of school-wide programs and activities. Students have a voice in the leadership of the school through an elected student council, which brings the concerns of the entire student body to the school administration.

PART VI – STRATEGIES FOR ACADEMIC SUCCESS

Transfiguration Academy’s mission statement explains that the school “strengthens faith, enlightens minds, and transforms hearts, one student at a time”. The one strategy that has led to the academic success of students is the part of the mission stating we accomplish this one student at a time. All decisions made by our School Advisory Board, our Home School Association, administration, and teachers are based on the positive outcome they will have on student achievement.

Transfiguration Academy has a very diverse population, where every culture is respected and honored. Despite this diversity however, students are a united community of learners. In this community there are learners with varied abilities and talents. In every classroom, instruction is differentiated to support and challenge each student. Primary and elementary grade classroom libraries offer books on a wide range of levels to build the confidence of reluctant readers and challenge more fluent readers. Computer based programs in math reinforce concepts and skills and give the students the opportunity to engage with students around the world in math games.

The mandate to meet the school’s mission one student at a time does not stop with academics. Transfiguration Academy is a school where students’ gifts and talents are explored and supported. The athletic program sponsors nine teams in two sports as well as karate, which is offered as an afterschool club. The arts are represented by a band, a choir, musicians who play during church services, drama club, and art club. The Future City Competition meets regularly in the fall and winter researching and building their future city to present to the panel of engineers who will evaluate them. The establishment of a bi-monthly enrichment period offers a wide array of activities for students to participate.

The mission to educate students one student at a time builds their confidence as learners. The strong spiritual component builds their confidence as people and as members of society. The combined support of students’ academic and socio-emotional strengths and challenges in a safe and welcoming learning environment lead our students to be successful.

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? \$8272
(School budget divided by enrollment)

4. What is the average financial aid per student? \$3000

5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 0%

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, 3rd Edition

Grade: 3

Edition/Publication Year: 2012

Publisher: McGraw-Hill

Scores are reported here as: Percentiles

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	74
Number of students tested	11
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: Terra Nova, 3rd Edition

Grade: 4

Edition/Publication Year: 2012

Publisher: McGraw-Hill

Scores are reported here as: Percentiles

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	71
Number of students tested	17
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: Terra Nova, 3rd Edition

Grade: 5

Edition/Publication Year: 2012

Publisher: McGraw-Hill

Scores are reported here as: Percentiles

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	70
Number of students tested	17
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: Terra Nova, 3rd Edition

Grade: 6

Edition/Publication Year: 2012

Publisher: McGraw-Hill

Scores are reported here as: Percentiles

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	66
Number of students tested	26
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Asian	
Average Score	79
Number of students tested	11
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: Terra Nova, 3rd Edition

Grade: 7

Edition/Publication Year: 2012

Publisher: McGraw-Hill

Scores are reported here as: Percentiles

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	75
Number of students tested	23
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: Terra Nova, 3rd Edition

Grade: 8

Edition/Publication Year: 2012

Publisher: McGraw-Hill

Scores are reported here as: Percentiles

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	74
Number of students tested	22
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Asian	
Average Score	79
Number of students tested	10
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA

Test: Terra Nova, 3rd Edition

Grade: 3

Edition/Publication Year: 2012

Publisher: McGraw-Hill

Scores are reported here as: Percentiles

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	83
Number of students tested	11
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA

Test: Terra Nova, 3rd Edition

Grade: 4

Edition/Publication Year: 2012

Publisher: McGraw-Hill

Scores are reported here as: Percentiles

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	75
Number of students tested	17
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA

Test: Terra Nova, 3rd Edition

Grade: 5

Edition/Publication Year: 2012

Publisher: McGraw-Hill

Scores are reported here as: Percentiles

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	87
Number of students tested	17
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA

Test: Terra Nova, 3rd Edition

Grade: 6

Edition/Publication Year: 2012

Publisher: McGraw-Hill

Scores are reported here as: Percentiles

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	79
Number of students tested	26
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Asian	
Average Score	90
Number of students tested	11
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA

Test: Terra Nova, 3rd Edition

Grade: 7

Edition/Publication Year: 2012

Publisher: McGraw-Hill

Scores are reported here as: Percentiles

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	86
Number of students tested	23
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA

Test: Terra Nova, 3rd Edition

Grade: 8

Edition/Publication Year: 2012

Publisher: McGraw-Hill

Scores are reported here as: Percentiles

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	84
Number of students tested	22
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Asian	
Average Score	84
Number of students tested	10
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES: