

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	26	55
K	22	34	56
1	6	18	24
2	16	9	25
3	11	9	20
4	11	7	18
5	10	10	20
6	10	7	17
7	10	10	20
8	4	7	11
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	129	137	266

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 47 % Asian
 - 4 % Black or African American
 - 20 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 19 % White
 - 10 % 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: 11%

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	13
(2) Number of students who transferred <i>from</i> the school after October 1, 2016 until the end of the 2016-2017 school year	16
(3) Total of all transferred students [sum of rows (1) and (2)]	29
(4) Total number of students in the school as of October 1, 2016	267
(5) Total transferred students in row (3) divided by total students in row (4)	0.11
(6) Amount in row (5) multiplied by 100	11

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

English Language Learners (ELL) in the school: 8%
22 Total number ELL

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

8. Students receiving special education services: 8 %
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>5</u> Other Health Impaired |
| <u>0</u> Developmentally Delayed | <u>3</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>13</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.	6
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 18:1

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	98%	98%	97%	96%	94%
High school graduation rate	0%	0%	0%	0%	0%

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

Show percentages to indicate the post-secondary status of students who graduated in Spring 2017.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

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.

As the school name implies, Christ is our school model teacher. The mission is to develop students' spiritual, intellectual, moral, physical and social potential.

PART III – SUMMARY

Christ the Teacher School is a Middle States accredited Catholic elementary school located in northeast Bergen County in New Jersey. The school serves students in Pre-K through Grade 8. Christ the Teacher School is the result of the consolidation of four parish schools that served the needs of Catholic families in the area from as early as 1880. All four parishes had vibrant schools and were vehicles which enabled young people to grow in faith, and develop their intelligence and the skills needed to function as compassionate persons in a pluralistic society.

Since 1991 Christ the Teacher School has continued the legacy of academic excellence and social development begun by the parishioners, families, and religious communities associated with the four heritage schools: Madonna, Holy Trinity, Holy Rosary and Epiphany. Today, students enrolled in Christ the Teacher School are from these parishes as well as others in the area.

Christ the Teacher School is located in a diverse urban community in close proximity to New York City. The community is densely populated with a large percentage of immigrants. Although the surrounding area is a cultural melting pot, the population is predominately Asian. The cost of living is higher than the national average. Most residents are college graduates and are employed in professional, technical, and health field services.

As community demographics are ever changing, we continue to be a thriving educational institution. The school's philosophy and mission have been embraced by our families. As parents share their children's successes with their friends and neighbors, community support has helped the school continue to grow as reflected in the expanding enrollment and inclusion of new programs. Christ the Teacher School's mission and curriculum are steeped in a faith-based philosophy and, as its name implies, Christ is its model Teacher.

Today, Christ the Teacher School represents twenty-one countries and eighteen different languages, with various socio-economic backgrounds. The school community embraces and celebrates these multiple cultures and rich heritages through various school observances and celebrations, including: Korean Children's Day, Diwali, Chinese New Year, International Luncheon, Cultural Sharing Night, Day of the Dead, and International Peace Day.

The aim of Christ the Teacher School is to have students experience a faith-centered education in order to prepare and develop their lives in the Roman Catholic tradition. Faculty and staff members communicate traditional Christian values and provide students with curricular and extra-curricular experiences that reflect the belief that each person is a unique individual. The school strives to embody Christ's teaching that "we are all God's children". The administration and faculty encourage active participation in the church and community outreaches, not only by the student, but by his or her entire family; in so doing, each child will strengthen their love of God, of self, and others.

Christ the Teacher School's rigorous curriculum attracts international students as well as students from the surrounding counties. Proximity to New York City provides rich educational experiences and opportunities for both students and faculty. Resources are readily available to enrich the curriculum with valuable lesson extensions. Faculty can easily access local universities as a means of continued education and professional development. Museums, historical landmarks, natural resources, and cultural events are part of the indigenous opportunities offered by the school's proximity to the New York metropolitan area.

Christ the Teacher School's mission is to provide a comprehensive academic curriculum and religious preparation, addressing the needs of all students, and providing each student with the necessary support and guidance to achieve success. English as a second language, compensatory instruction, speech, physical therapy, nursing services, a school resource officer, and a social worker offer additional support and guidance for faculty, students and their families. Re-visiting instructional goals and development of achievable action steps has resulted in increased student achievement measurable by standardized test scores and overall student growth.

Christ the Teacher students are challenged to be faith-filled leaders, resulting in a Student Council that models leadership skills for the entire student body. Student Council has initiated outreach programs as a constant reminder of the call to service. The National Junior Honor Society works alongside the Student Council in coordinating school-wide service projects and implementing a Peer Tutoring program for students needing academic support.

Students have the opportunity to be involved in diverse extracurricular activities. Students interested in athletics can participate in basketball, bowling or dance programs. Teachers volunteer their time and offer enrichment clubs including: Leaders of Song, Legos, Art, Debate, Math, Yearbook, Band, Chess Wizards, and Mad Science.

Christ the Teacher School's rich curriculum, high levels of student achievement, and dedication to ongoing improvement reflect the school's desire and commitment to be recognized as a Blue Ribbon School of Excellence.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

1. Christ the Teacher School participates with the Archdiocese of Newark in developing curriculum maps using the Common Core Standards and the New Jersey Student Learning Standards as resources. Embedded throughout the rigorous curriculum are the values of the Catholic faith.

Students begin the English Language Arts program in Pre-K. The development of literacy skills begins in the earliest grades with a focus on letter recognition, print awareness, visual development, left to right orientation, verbal skills, vocabulary, and comprehension. The primary grades further build on these skills by introducing decoding, spelling, phonics, and writing. The core literacy program used in grades K through 3, helps students systematically build skill levels as well as confidence in becoming readers.

The curriculum in the intermediate grades reinforces and extends previously learned skills and guides students in the use of context clues, prefixes, and suffixes to determine word meaning, and expand vocabulary. Reference skills, comprehension and writing strategies, elements of literature, and parts of speech, are all part of the English Language Arts curriculum in the intermediate grades. Middle School students demonstrate application of learned skills by analyzing short stories, poems, fiction, and non-fiction texts. Emphasis is on correct grammar usage and text structure in a variety of genres.

The mathematics curriculum at Christ the Teacher is designed to follow the guidelines set forth by the Archdiocese. A strong foundation begins in Pre-K and continues to grow throughout each grade level. Patterning, identification of geometric shapes, computation skills, data interpretation and graphing, problem solving, and algebraic skills are developed. Textbooks, workbooks, counting strips, manipulatives, videos, websites, and math games are used during instruction, when appropriate, to reinforce each concept. Reading and writing skills are methods employed to assist in the development and understanding of problem solving strategies. Students become well prepared to face more complex math concepts in the future.

The science curriculum is designed to help students investigate and learn about the universe while developing an understanding and appreciation of God as the Creator of all things. Beginning in the primary grades, students learn the difference between living and non-living things and use inquiry skills as they explore the environment and life cycles of living creatures.

Intermediate grade students recognize the relationship in ecosystems and the importance of our natural resources. Students begin to use the scientific method in further exploring the wonders of science.

Middle school students focus on the United Nations Sustainable Goals to learn about factors impacting the local and global environment. Students use a STEM approach to develop solutions to global challenges while developing life-long skills of critical thinking, problem solving, and collaboration. Students use the Engineering Design Process to create, test, and modify prototypes designed to address real world issues.

All grades experience weekly integrated hands on activities in the school's STREAM Lab, resulting in an increase in student science scores and a cross over of skills into other areas of the curriculum.

All grades are actively involved in the New Jersey Department of Environmental Conservation Trout in the Classroom and learn about the importance of clean cold water for trout and other organisms.

Christ the Teacher's social studies curriculum encourages students to become compassionate, involved citizens in a multicultural environment. With a strong understanding of history, civic responsibilities, and service to community embedded with Catholic values, Christ the Teacher's students are well equipped to make positive impacts in today's world.

The social studies curriculum begins with the study of local communities and community workers. Students learn about various cultures and develop respect for cultural differences. Students become familiar with the

fundamentals of history, civics, geography, and economics. The middle school social studies curriculum expands this foundation through lessons on ancient civilizations, European and American history, as well as government and financial concepts.

The creative use of technology, community resources, and texts enhances understanding of the concepts. Classes hold mock elections to further the sense of civic duty as students participate in actual campaigns and elections for Student Council members. Involvement in various outreach programs teaches students to embrace Catholic teachings with respect to serving those less fortunate in local communities and beyond.

Christ the Teacher School's Pre-Kindergarten program services three and four year old students in a nurturing and faith-based environment. Students learn communication and social skills while engaging in creative play.

1b. The Archdiocese of Newark curriculum, aligned with New Jersey Preschool Teaching and Learning standards, is the basis for the cross-curricular approach to Religion, Language Arts, Mathematics, Science, Social Studies, Music, Technology, and Physical Education. A foundational reading program used from Pre-K to grade 2 provides continuity for all students, including English Language Learners. Pre-K students become more independent with each achievement as they gain the fundamental knowledge needed for success throughout their educational journey.

2. Other Curriculum Areas:

Catholic values are embedded into every area of the curriculum. Religion classes are taught each day. Students learn the parts of the Mass and prepare monthly liturgies and prayer services. The Religion curriculum includes Scripture study, church history, prayers, and sacramental preparation.

Students in eighth grade model faith for all students each morning by leading prayers and reading a reflection as part of daily announcements. The pastor meets with the students on a regular basis helping them further understand the connections faith has in today's world.

The goal of the visual arts program is to give students a growing appreciation for the arts while exploring and further developing individual creative abilities. Students learn how to use a variety of art mediums and experiment with techniques while incorporating the elements and principles of art in various projects. Students learn creative problem solving and effective expression of ideas through critiquing and creating art. Students are encouraged to visualize the world in new ways. Students are inspired by art movements and accomplished artists throughout history and across cultures. This fosters an understanding of the human experience and helps to connect people across languages. Students grow in confidence and responsibility as they practice taking proper care of supplies and using resources wisely. All students in grades one through eight receive forty minutes of visual arts instruction each week.

Christ the Teacher School offers a comprehensive and sequential physical education program incorporating the New Jersey State Standards in class activities. Students become aware of their personal fitness levels and learn the importance of physical activity and nutrition in maintaining healthy lifestyles. Students participate in developmentally appropriate activities and perform basic motor and manipulative skills. Students are challenged through physical activity while learning responsible behavior and teamwork. Students in grades four through eight participate in physical education classes twice a week, all other grades meet once a week.

Christ the Teacher School is in compliance with the program's foreign language requirements. Students in grades 1 through 5 receive weekly Spanish instruction. Students in grades 6 through 8 receive instruction twice a week and integrate Spanish with library time. The emphasis of the Spanish program is for students to be able to use the Spanish language to effectively communicate in a social setting with others and prepare students for a career in the contemporary workplace. The Spanish curriculum is aligned with the New Jersey World Language Student Learning Standards. Upon completion of instruction at Christ the Teacher School, students will demonstrate a thorough understanding and appreciation of the Spanish culture. The objective of the program is for students to fluently communicate in more than one language while modeling Catholic values.

Students in Pre-K through grade 8 learn basic and advanced computer skills in weekly forty minute technology classes. Instruction is aligned with the Archdiocesan Technology Core Maps. The ability to integrate computer skills such as word processing, keyboarding, coding, desktop publishing, presentations, and research techniques seamlessly into the curriculum is a goal for both students and teachers. Students have the ability to use technology outside the lab with iPads and classrooms are equipped with SmartBoards to further assist in instructional delivery.

Students participate in general music class once a week. In addition, students interested in learning an instrument can participate in weekly band lessons. The general music curriculum focuses on four major topics: ear training, theory, music notation, and performance. The ear training component emphasizes the improvement of listening skills. Through the theory component, students use their critical thinking skills to analyze various elements of music. Students additionally, exercise their math and reading comprehension skills while reading music notation within any piece. The performance aspect of the curriculum combines all of these skills. The general music curriculum is well rounded, teaches students skills that can be applied to other academic subjects, and encourages appreciation of all music genres.

3. Instructional Methods, Interventions, and Assessments:

The principal and faculty guide students to be life-long learners and to achieve to the best of their ability. In order to attain student success it is necessary for teachers to effectively address the multiple intelligences present in class.

Christ the Teacher faculty and support staff identify and understand student needs and levels of development. Teachers rely on the use of best practices and seek knowledge in regards to each student's interests, culture, and special needs to spark interest and support each student's academic achievement. Teachers use a variety of instructional methods throughout the curriculum to make certain all learning styles are addressed. Graphic organizers, manipulatives, problem based learning, pencil to paper, and cooperative groups are all part of the teaching/learning process.

Classes are equipped with SmartBoards, permitting teachers to provide an interactive visual and auditory, as well as kinesthetic, learning experience in all areas of the curriculum. iPads are utilized in the classroom for research, journaling, and assessment. The mobility of these devices enables students to use technology outside of the building, during exploration activities. Christ the Teacher School's campus facilitates outdoor education and presents opportunities for classes to engage in hands-on environmental activities such as science investigations. Identifying foliage, planting trees and vegetables engages students in transitioning classroom learning to real life.

Teachers of all grade levels customize instructional delivery. The instructional methods used are based on the developmental stages and the multiple intelligences of the students. Modifications and interventions are used when addressing cultural differences or academic deficits.

Teachers use different forms of assessment to determine an accurate profile of student understanding. These types of assessment include formative, observational, and authentic. An example of formative assessment is students working in pairs, guiding and checking for understanding, and giving appropriate input as needed. Demonstration is evident and effective as teachers model and students present a skill or concept to the class.

In following New Jersey Student Learning Standards teachers identify the key components needed for students to master a specific skill. Daily analysis of student knowledge becomes evident through the use of signaling, exit cards, question and answer, and general observation. The results of these methods provide instant feedback permitting the teacher to immediately adjust the lesson. This enables teachers to identify and guide students' curiosity leading them to predictions, solutions, and outcomes.

As per Archdiocesan protocol, Terra Nova tests are administered to students in grades 2-8 each spring. The results of these tests are used to identify strengths and weaknesses and assist administration and faculty in creating a school wide instructional improvement plan.

Student achievement information is disseminated to parents through Home Reports that provide families with suggestions for furthering student learning outside the classroom.

Teachers customize instruction after reviewing results from the incoming and outgoing class. Using Terra Nova scores in conjunction with classroom observations helps teachers recognize students in need of additional support. Once identified, strategies are designed to meet those needs. One on one support, extending testing time, proximity to teacher, peer assistance, student repetition of instructions, and note taking help, are interventional techniques utilized to meet the needs of students with learning challenges.

Students with strong academic achievement are challenged with additional higher level learning opportunities. Peer tutoring, lesson extensions, advanced literary options, science clubs, portfolio assessment, in lieu of traditional assessment, are offerings to further explore their natural sense of wonder.

Evidence of STEM lab activities are now observed in cross-curricular lessons. Students draw on evolving critical thinking skills, problem solving and prediction techniques as tools to support academic growth. Students understand the process is a core element of their achievement, as teachers observe the process as a major component of student assessment.

Teachers use an electronic reporting system for student grades enabling parents to monitor student progress in each subject area at their convenience. Teacher websites are updated daily with assignments available for parents to review as necessary or during student absence. Parents have the ability to contact teachers via email on the school website. Parent conferences are scheduled at the end of the first trimester and as needed throughout the year.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Christ the Teacher School's culture supports successful implementation of age and developmentally appropriate educational programs and services. Roles, responsibilities, expectations, and reporting relationships are clearly defined through the curriculum, assessment programs, and staff reviews. The students are engaged, challenged, and motivated by differentiated instructional delivery and assessment.

The staff is keenly aware of the diverse campus population and strives to be responsive to cultural diversity in all aspects of the school's operations. Teachers integrate information regarding various cultures into the teaching learning process and provide students with opportunities to celebrate the richness of the school's diversity.

The very strong cooperative and collaborative atmosphere among faculty results in using each individual's skill set to improve the overall success of the school. Monthly staff meetings are held to keep everyone informed and to provide a forum for open communication and growth. Dissemination of information from the Archdiocese, reviewing of best practices, and revisiting procedures help to reflect on school effectiveness. The administration encourages teachers to think outside the box, extend comfort zones and explore new modus operandi to engage students. Teachers are provided the opportunity to celebrate successes with colleagues during faculty meetings.

Various programs are in place to strengthen the students' sense of community. Seventh and eighth grade students are paired with Kindergarten students as prayer partners to assist during attendance in church. Liturgical celebrations are planned each month by a different grade and the First Communicants prepare the May Crowning of the Blessed Virgin Mary. The students participate in many initiatives that serve the local community and beyond. Thanksgiving lunch is celebrated with the entire student body, parish pastor, faculty, and staff. Student Council takes the lead in an annual walk-a-thon raising money to enhance the school. Character development banners hanging in the hallways, an outdoor cafe with a barbecue grill and picnic tables, and a new school sign all reflect and support the sense of community that permeates within Christ the Teacher School.

Each trimester students are recognized for achieving Honor Roll. Class trips include cultural performances, visits to parks, museums, and other resources indigenous to the area. Visits to the Church on the Hill, the oldest Catholic Church in Bergen County, allows students to embrace local history. The principal and faculty guide students to be life-long learners and active members of the school and the larger community.

2. Engaging Families and Community:

Christ the Teacher School's administration, faculty, and staff recognize the importance of a strong partnership between home and school in students' success. Families are encouraged to attend monthly school liturgies and share in the celebration of the Eucharist with students. Students achieving two trimesters of academic honors are invited to a breakfast with families to celebrate this accomplishment. Students feel supported as parents and families join together for the induction of National Junior Honor Society members and the swearing in of Student Council officers. This support builds confidence resulting in increased student motivation and achievement.

School personnel use technological advances to provide updated information to families through the school's website and electronic message blasts. The website provides school news not only to parents, but to extended family members, alumni, and the community at large. The school website can be accessed internationally by overseas family members and families preparing to move into the area. Upcoming events, principal communications, forms, calendars, teacher sites, and the school's Facebook page are accessible to all in a choice of languages. This provides an informative window into the school activities in which students are engaged as a continued fostering of academic success.

Community outreach is a fundamental part of life for a Christ the Teacher student. National Junior Honor Society and Student Council members provide leadership in identifying causes and organizing assistance from the school community. Service projects have included: local food drives, Warm Hands-Warm Hearts, clothing donations, Scholastic's Pajama and Book Match, Caps for Cancer, and the Heifer International.

In addition, various community members and civic organizations engage with students to provide connections between classroom learning and real life experiences and needs. During Catholic Schools Week, parents representing many careers make presentations to the classes. The Fort Lee Fire Department interacts with students with the Firefighter Phil program, and fire emergency demonstrations, and STREAM activities require students to become more aware of, and responsive to, local and global challenges.

In order to broaden experiences beyond the school walls, students participate in an inter-scholastic Martin Luther King Jr. Oratory Contest, share their artistic talents through the Bergen County Poster Contest, engage in CSI investigative competitions, and present projects at the Archdiocesan STEM Expo. All of these opportunities serve to strengthen bonds between Christ the Teacher School and the larger community and provide a broader base of support for students' academic endeavors.

3. Professional Development:

Professional development is integral for the administration, faculty and staff to be informed of the current advancements in education. Professional development addresses the instructional improvement plan, thus supporting attainment of student growth.

Improvement was needed in student achievement in the area of science. Professional Learning Communities created opportunities for teachers to connect with colleagues in neighboring schools to share ideas addressing these needs. Teachers identified the skills students need to learn, methods of skill assessment, and ways to differentiate for struggling students.

The Archdiocese of Newark conducts workshops pertaining to the teacher observation platform, curriculum mapping, STREAM training, catechetical training, human resources, school finance, data analysis, Power School, and Response to Intervention. Attendance in these sessions provides school personnel with the tools necessary to remain current with the latest developments in education. Participation in a recent workshop resulted in third grade students designing and building arcade games and inviting parents to school to showcase students' arcade creations.

The faculty participates in on site continuing education sessions. Teachers are surveyed at the end of the year to identify strengths, areas that need improvement, and topics that would be the most relevant. Workshops are then scheduled during a summer week, as well as throughout the year. The direct impact on student achievement is evident in Science, where TerraNova scores have increased by up to eleven points in several grade levels over the past three years.

Christ the Teacher School offers various other learning opportunities. The school has provided training in differentiated instruction and multiple intelligences in the classroom. This includes specialized training for Pre-Kindergarten teachers.

Upgrades in technology infrastructure and software have made it necessary to train teachers to integrate these resources in their instructional delivery. SmartBoard training, BrainPop, and using technology for assessment are new tools available. Evidence of effective integration is noticed during observations and walk throughs. Pre-K through 8th grades students are more actively engaged in various learning activities that were previously more passive. These include letter and number formation for lower grades to creative writing endeavors for intermediate and middle school students.

Caldwell University, as well as, other local universities are resources teachers have utilized for continuing personal enrichment. Participation in conferences at local colleges permits the sharing of ideas and best practices with colleagues statewide. Teachers are involved in professional learning communities. These

connections have created a new energy among the faculty resulting in increased interest and excitement on the part of the students.

4. School Leadership:

Leadership philosophy at Christ the Teacher School is consistent with the school's mission statement: As the school name implies, Christ is the model teacher. Christ the Teacher School, aims to develop students' spiritual, intellectual, moral, physical, and social potential.

To be successful in this mission, it is necessary for the entire school family to work in partnership to support student growth. The principal's leadership style is transformational and orchestrates the energies of the parents, faculty, support staff, priests, and financial advisors in overseeing the day to day operations of the school and planning for future growth and development.

The principal is the school leader implementing policies and procedures as directed by the Archdiocese of Newark. The principal is a key component in continuing to provide students with the necessary resources to nurture growth, both spiritual and academic. This is accomplished by providing meaningful professional development, effective communication with local communities, parishes and parents, responsible fiscal planning, marketing, alignment of curriculum, and teacher accountability. As the school leader, the principal models and inspires the school family to generate both visible and invisible attributes of Catholic Identity, which is instrumental in creating an exemplary school climate.

The pastor is a source of spiritual guidance for the principal and school community with frequent visibility. Students enjoy classroom visits, reading bible stories, and being greeted by the pastor as they enter the school each morning. Teachers use the pastor as a resource in preparing monthly school liturgies, prayer services, and sacramental preparation. The pastor calls students to be actively involved by assisting as altar servers.

Communication is vital to promote the successfulness of the students while encouraging additional enrollment. The principal meets with parents during "Principal's Perks" addressing parental concerns, assisting parents in planning events, and updating families on the day to day developments of the school. In addition, the principal disseminates information about school accomplishments to families, alumni, faculty, and key community members, through the use of electronic "blasts" and the "Principal's Pen" monthly newsletter which is posted on the school website. "Parents in Partnership" supports, the principal and initiates, the fundraising and community building activities of the school.

In order to effectively utilize non-public school funding, the principal communicates with the Assistant Superintendent of the Fort Lee School District. Periodic meetings are scheduled to consult regarding state and federal funding allocations. This relationship ensures that students are receiving all the available services permitted for non-public schools.

PART VI – STRATEGIES FOR ACADEMIC SUCCESS

While Christ the Teacher School has made many advances in recent years, the addition of a STREAM lab along with the designation of a dedicated STREAM Integrator has made a tremendous impact on student learning. The STREAM program's emphasis on collaboration has shown students that communication skills are an essential component in achieving success. Creating group projects adds an authentic assessment component requiring the real-world application of learning and addressing students' multiple intelligences.

Christ the Teacher School is currently in the second year of participation in the Archdiocesan STEM Fair program. Through this program students are engaged in using the Engineering Design Process and applying math and science concepts to develop solutions to the global challenges identified in the United Nations Sustainable Development Goals. Prototypes of the group-generated solutions are presented at the school's STEM Fair. Judging at the school STEM Fair helps determine which project teams will represent Christ the Teacher School at the Archdiocesan STEM Expo.

Providing the opportunity for Christ the Teacher students to work in partnership with another local Catholic school, on STREAM initiatives has demonstrated to the outside community the animated involvement of the student body in academic endeavors. These projects include the New Jersey Department of Environmental Conservation Trout in the Classroom program which requires Christ the Teacher students to follow the trout's life cycle. This program culminates with the school community gathering for the release of the trout into a local stream. The program helps students gain a deeper appreciation of the environment and develop a greater understanding of cold water conservation.

Activities such as the Pringles Potato Chip Challenge and Egg Drop Dare require students to engineer protective packaging for fragile items. The Bonnie Plants Cabbage Contest has students planting a cabbage seedling, nurturing it, and journaling observations to determine what is necessary for optimal growth. Arbor Day Foundation tree planting requires students' active participation while learning about renewable resources.

This emphasis on engineering and integration of math skills, along with weekly hands-on and technology, infused laboratory sessions, have students excited about learning. The students' personal successes have become visible in the way they use problem-solving strategies. Working in collaborative groups, students assume leadership roles, improve their communication skills, and become more effective critical thinkers. The STREAM initiative has deepened the level of student engagement in learning and has helped students develop various skills that will serve them well now and in the future.

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? \$7226
(School budget divided by enrollment)

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

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

6. What percentage of the student body receives scholarship assistance, including tuition reduction? 0%

PART VIII – ASSESSMENT RESULTS FOR NORM-REFERENCED TESTS

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: Terra Nova 3rd Ed.

Grade: 3

Edition/Publication Year: 2012

Publisher: CTB/McGraw
Hill

**Scores are reported here
as:** Percentiles

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	79
Number of students tested	29
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	
SUBGROUP SCORES	
1. Asian	
Average Score	88
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
Edition/Publication Year: 2012

Test: Terra Nova 3rd Ed.
Publisher: CTB/McGraw Hill

Grade: 4
Scores are reported here as: Percentiles

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	82
Number of students tested	21
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Math
Edition/Publication Year: 2012

Test: Terra Nova 3rd Ed.
Publisher: CTB/McGraw Hill

Grade: 5
Scores are reported here as: Percentiles

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	88
Number of students tested	20
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Math
Edition/Publication Year: 2012

Test: Terra Nova 3rd Ed.
Publisher: CTB/McGraw Hill

Grade: 6
Scores are reported here as: Percentiles

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	74
Number of students tested	25
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Math
Edition/Publication Year: 2012

Test: Terra Nova 3rd Ed.
Publisher: CTB/McGraw Hill

Grade: 7
Scores are reported here as: Percentiles

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	78
Number of students tested	12
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Math
Edition/Publication Year: 2012

Test: Terra Nova 3rd Ed.
Publisher: CTB/McGraw Hill

Grade: 8
Scores are reported here as: Percentiles

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	96
Number of students tested	10
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA
Edition/Publication Year: 2012

Test: Terra Nova 3rd Ed.
Publisher: CTB/McGraw Hill

Grade: 3
Scores are reported here as: Percentiles

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	79
Number of students tested	29
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	
SUBGROUP SCORES	
1. Asian	
Average Score	89
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
Edition/Publication Year: 2012

Test: Terra Nova 3rd Ed.
Publisher: CTB/McGraw Hill

Grade: 4
Scores are reported here as: Percentiles

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	87
Number of students tested	20
Percent of total students tested	95
Number of students alternatively assessed	
Percent of students alternatively assessed	
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES: One student's test was invalidated because of random selecting of answers.

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA
Edition/Publication Year: 2012

Test: Terra Nova 3rd Ed.
Publisher: CTB/McGraw Hill

Grade: 5
Scores are reported here as: Percentiles

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	87
Number of students tested	20
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA
Edition/Publication Year: 2012

Test: Terra Nova 3rd Ed.
Publisher: CTB/McGraw Hill

Grade: 6
Scores are reported here as: Percentiles

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	86
Number of students tested	25
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA
Edition/Publication Year: 2012

Test: Terra Nova 3rd Ed.
Publisher: CTB/McGraw Hill

Grade: 7
Scores are reported here as: Percentiles

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	82
Number of students tested	12
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA
Edition/Publication Year: 2012

Test: Terra Nova 3rd Ed.
Publisher:

Grade: 8
Scores are reported here as: Percentiles

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	96
Number of students tested	10
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES: