

PART I - ELIGIBILITY CERTIFICATION

12PV110

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2011-2012 school year. AYP must be certified by the state and all appeals 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 and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. 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.
9. 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.
10. 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

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All data are the most recent year available.

DISTRICT

Questions 1 and 2 are for Public Schools only.

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban
4. Number of years the principal has been in her/his position at this school: 1
5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	4	5	9		6	8	12	20
K	12	17	29		7	8	8	16
1	12	8	20		8	12	17	29
2	7	6	13		9	0	0	0
3	9	10	19		10	0	0	0
4	10	16	26		11	0	0	0
5	11	6	17		12	0	0	0
Total in Applying School:								198

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
2 % Asian
0 % Black or African American
2 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
88 % White
8 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting 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.

7. Student turnover, or mobility rate, during the 2010-2011 school year: 0%

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

(1)	Number of students who transferred <i>to</i> the school after October 1, 2010 until the end of the school year.	0
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	0
(3)	Total of all transferred students [sum of rows (1) and (2)].	0
(4)	Total number of students in the school as of October 1, 2010	198
(5)	Total transferred students in row (3) divided by total students in row (4).	0.00
(6)	Amount in row (5) multiplied by 100.	0

8. Percent of English Language Learners in the school: 0%

Total number of ELL students in the school: 0

Number of non-English languages represented: 0

Specify non-English languages:

9. Percent of students eligible for free/reduced-priced meals: 0%

Total number of students who qualify: 0

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 8%

Total number of students served: 15

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>3</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>10</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>1</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>11</u>	<u>6</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>0</u>	<u>4</u>
Paraprofessionals	<u>0</u>	<u>2</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>3</u>	<u>4</u>
Total number	<u>16</u>	<u>16</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 18:1

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

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	95%	96%	96%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

14. **For schools ending in grade 12 (high schools):**

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

Graduating class size:	<u>0</u>
Enrolled in a 4-year college or university	<u>0%</u>
Enrolled in a community college	<u>0%</u>
Enrolled in vocational training	<u>0%</u>
Found employment	<u>0%</u>
Military service	<u>0%</u>
Other	<u>0%</u>
Total	<u>0%</u>

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

No

Yes

If yes, what was the year of the award?

PART III - SUMMARY

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Saint Vincent de Paul is a small Catholic elementary school located on a bucolic campus off Central Avenue in Stirling, New Jersey. The school occupies a one level building which features a newly refurbished gymnasium, cafeteria, stage, technology center and library. The school instills in students academic excellence for grades Pre-K through 8.

The school's mission statement and vision statement are in line with that of the Diocese of Paterson. The mission statement which is displayed throughout the school states the commitment to developing the potential of each student spiritually, academically, physically and socially in a positive atmosphere. The vision statement reiterates this and includes meeting life's challenges as compassionate Christians.

Saint Vincent de Paul School is accredited by AdvancEd. Graduates attend the region's most prestigious high schools to which some have received full or partial scholarships. They have achieved perfect scores on high school entrance exams. Graduates have also held positions of leadership in many of these high schools. Most recently, graduates have been student council and class presidents simultaneously at three different private high schools. Many times former students have acted as student ambassadors, visiting schools and leading tours for both adults and perspective students.

Education at Saint Vincent de Paul School goes beyond the walls of the classroom. Students are provided with field trips that make what is discussed in class come alive. For example, students travel to Philadelphia to follow the lead of those who developed and wrote the Declaration of Independence. They also follow in the steps of both sides of the Civil War combatants in the fields of Gettysburg. Students use the technological skills taught in computer classes throughout the curriculum at each level.

The students are provided with a well rounded experience at Saint Vincent de Paul School. Community service, both locally and for the greater community, is an important facet in the educational life. Students participate in stocking the food pantry, which provides grocery and necessary items to the needy, throughout the year. This allows for the work of the patron, Saint Vincent de Paul, whose mission it was to provide for the poor. Students are able to become involved in an outreach program with the local assisted living community. They support grandparents' day, offering spiritual and social activities for the senior citizens in the area. On a more global level, financial and educational assistance is provided for a child in another country by contributions to the missions.

Academically, the school has seen a steady rise in standardized test scores and in writing assessment scores. The school has a charter in the National Junior Honor Society where students fully participate in the four tenets of scholarship, leadership, citizenship and service. Membership consists of students in grades 6 through 8. The school awards high honor roll certificates to students who achieve A's in all subjects including conduct as well as honor roll certificates for those who achieve a combination of A's and B's.

Traditions are important at Saint Vincent de Paul School. Each year students look forward to the Christmas Pageant which depicts the solemnity of the Nativity. The annual spelling bee held between the local middle school and Saint Vincent de Paul School enhances the relationship between the schools. Catholic Schools Week, the last week in January, reinforces commitment to the school and the community. Activities include academic involvement, parent visitations and athletic competitions. Graduates are invited to speak at various times. They impart to the student body the importance Saint Vincent de Paul School has played in their personal, academic, and spiritual formation. Active participation in robotics competitions has given students research, mechanical and public speaking

experience. Forensics gives students the opportunity to showcase their dramatic reading and recitation abilities.

This school embodies the qualities that parents who have advanced degrees look for in the holistic education of their children. At Saint Vincent de Paul School the focus is to open the mind; to develop the potential; to provide an atmosphere of academic challenge for all students. This is what a Blue Ribbon school does. A Blue Ribbon school exemplifies the extraordinary expectations to which parents, educators and the Diocese of Paterson aspire. This characterizes Saint Vincent de Paul School.

1. Assessment Results:

A.

The performance levels for the standardized assessment, *Terra Nova*, administered at St. Vincent de Paul School include the following scores:

1. above average
2. high average
3. average (50th percentile)
4. low average
5. below average

Saint Vincent de Paul School considers scores in the average to above average range acceptable and proficient in accordance with our standards.

The Schools Office of the Diocese of Paterson requires the administration of the CTB/ McGraw Hill's *Terra Nova* standardized test to all elementary school students in the diocese on an annual basis. The Complete Battery form of the *Terra Nova* is administered to students in Grades K – 7. The *Terra Nova* multiple assessment form is administered in grades 3, 5 and 7. The *Terra Nova* is a nationally administered test that provides data which allows for the comparison of individual and group achievement with national performance. It helps to identify strengths and weaknesses in individual student achievement and areas where improvements are needed within the curriculum. The reading section of the *Terra Nova* test assesses achievement in basic understanding, analyzing text, evaluation and extending meaning and identifying reading and writing strategies. The mathematics section assesses student mastery of numbers and numerical relations, operation concepts, computation, estimation, measurement, geometry and spatial sense, data, statistics and probability, reasoning in problem solving and communication. The *InView* Test of Cognitive Skills is administered to students in grades two through seven. This test provides highly reliable cognitive ability information. It is the goal of the administration and the faculty of St. Vincent de Paul School to ensure that students meet or exceed the average scores of all Suburban schools in the Diocese of Paterson. These Suburban schools total approximately 25 and have similar student populations.

B.

A comparison of the Mean Scale Score to the Blue Ribbon “cut off” data for Mean Scale Score reveals that students at St. Vincent de Paul School have consistently scored above the threshold with the exception of 3rd grade scores 4 and 5 years ago. At that time enhancements to the curriculum were implemented resulting in scores which have surpassed the Blue Ribbon threshold for all grades in both Reading and Math for the past 3 consecutive years. Performance trends analysis of the 10 subcategories analyzed indicate there are some instances where scores have decreased from one year to another year. These declines were noted and programs were implemented accordingly by the faculty and administration of the school resulting in an increase in *Terra Nova* scores the following school year. One of the most significant indicators of academic success is viewing the average Mean Scale Score each year in Reading and Math for students in grades three to seven. Another mark of the academic achievement attained by the students is comparing the 2010 – 2011 year's National Percentile of the Mean Scale Score of the students of St. Vincent de Paul School to the Blue Ribbon “cut off” number for National Percentile of the Mean Scale Score. The students exceeded the number by significant amounts in every grade: 3rd

grade Reading +12 Math +23, 4th grade Reading +31 Math +21, 5th grade Math +13 Reading +12, 6th grade Reading +9 Math +11, 7th grade Reading +17 Math +36. This one number gives an overall snapshot of the performance of the students (see attachment – *Terra Nova* assessment summary).

When viewing the overall performance each year for the past five years, test scores have increased steadily. The factors that contributed to these gains in math and reading include the implementation of numerous programs, the integration of technology into the classroom and extension to the home using web based applications. Examples of these programs include the following:

1. Wilson “Foundations” (grades kindergarten to three), a program that utilizes specific, explicit, motor-memory and repetitious direct instruction of reading;
2. “Explode the Code” (grades kindergarten to two), a web based, assessment driven digital phonics program;
3. “Writing Road Map” (grades four and seven), a web based, assessment driven digital writing program;
4. “Accelerated Reader” (grades kindergarten to eight), a web based assessment driven digital reading comprehension program;
5. Consistent instructor of mathematics (grades five to eight) offers a strong foundation for subsequent years;
6. Consistent instructor of language arts (grades five to eight) offers a strong foundation for subsequent years;
7. Upgrade of mathematics textbook to latest edition (including teacher and student technology resources) keeps students actively engaged with current educational practices;
8. Document camera (grades six to eight language arts) allows for interactive technology to be utilized in conjunction with written materials;
9. Interactive whiteboard technology (grades kindergarten to eight) integrates the twentieth century classroom philosophy into daily lessons;
10. Discovery Education video streaming subscription (grades kindergarten to eight) offers current and live webinars and streaming video in line with curriculum standards in all subjects.

2. Using Assessment Results:

At Saint Vincent de Paul School assessment and instruction are closely linked. The standard and non-standard assessment data that is collected on a daily, weekly, quarterly and yearly basis enables Saint Vincent de Paul School teachers to shape instruction in order to best meet the learning needs of our students.

Saint Vincent de Paul School faculty members utilize assessment data as a basis for improving instruction and student learning. Each year assessment data is analyzed and a school wide improvement plan is drafted. Saint Vincent de Paul School faculty members begin discussions regarding use of data assessment to make instructional decisions with the following set of questions:

1. What should students know and how should they be able to use what they know?
2. How well should students perform?
3. What will be done to assess student performance?
4. How well do students actually perform?
5. What will be done to improve student performance?

Changes and/or modifications in any given subject or grade level(s) will be made accordingly. For example, math test scores improved across grade levels following the faculty's decision to upgrade to the newest edition math textbook which included technology related support. Instructional changes which were made available to all teachers, parents, and students included interactive whiteboard lessons as well as practice, enrichment, virtual manipulatives and web based support. The new math textbook provides assessment opportunities every two to three lessons. Mathematics teachers are better able to align instruction to the standards immediately and appropriately based on analysis of assessment data before moving on to new material. The provision of frequent practice assessment throughout the academic learning cycle ensures students' retention and mastery of material as evidenced by mid-term and final examinations.

Following the 2009 *Terra Nova* test results, a reading instructional plan was developed and implemented in the fall of 2010. A focus was placed on reading comprehension strategies and vocabulary. The results included several additional instructional tools. For example, kindergarten, first and second grades implemented a supplemental phonics program, "Foundations", as well as a digital phonics program in which students became highly engaged both within the framework of the school day as well as at home with parental support. The data generated through student participation of the new "Foundations" phonics program and through the digital program, "Explode the Code", provided teachers with specific instructional targets in order to improve students' phonemic awareness. Parents were also provided with detailed reports of their child's progress throughout the program. The upper school grade levels implemented a change in vocabulary workbook publisher. The new publisher provided teachers and students with additional lessons in reading comprehension, editing, using context clues, spelling and sentence structure. Finally, a school wide reading comprehension/incentive program, "Accelerated Reader", implemented in the 2010-2011 school year resulted in an increase in the number of books students read and an overall improvement in reading comprehension scores.

Saint Vincent de Paul School leadership team members, representing the lower and upper school, engage faculty members in conversation and provide opportunities for teacher collaboration about instructional practices through the use of various professional learning communities. These collaborative efforts, using assessment data as a basis for discussion, have proven to be an excellent tool for consistent evaluation of student achievement and continued improvement.

Saint Vincent de Paul School strives to communicate the status of student performance clearly and frequently to parents, students and the community at large. *Terra Nova* test results are summarized in several ways. A detailed paper report is mailed home to parents with an analysis of an individual student's performance. A presentation of the school's overall performance is made to parents during the Home School Association meeting each year following the availability of the test results. Lastly, a summary graph is posted to Edline, the school's interactive website. Saint Vincent de Paul School provides its students and parents with live scores for non-standardized performance via PowerSchool, a secure password protected site to which teachers post all grades. Students and parents are able to find individual reports on a daily basis for each subject through PowerSchool. Progress reports are sent via e-mail to any student in danger of not meeting proficiency standards in a subject. The Saint Vincent de Paul Parish bulletin, the diocesan newspaper, *The Beacon*, and the local newspaper, *The Echos-Sentinel*, provide the school with the means of informing the general public of students' stellar academic achievements.

3. Sharing Lessons Learned:

At Saint Vincent de Paul School sharing and collaboration first begin within the learning community. Weekly meetings are held encompassing the Primary School (grades Pre-K-2); the Middle School (grades 3-5); and the Upper School (grades 6-8) to promote collegiality and to support the successes of the students. Within each group educators analyze effective lesson plans in order to synthesize the information and to promote student achievement. Furthermore, educators design and share interdisciplinary lessons so that concepts are not taught in isolation and students may find connections between and among all academia.

Teachers are offered numerous forms of professional development on topics such as Promethean Board training, analyzing of test scores and classroom management which are all integral parts needed for the advancement of teachers. This winter an exemplary teacher was invited by Discovery Education to present a workshop on storyboards. This stemmed from the work that had been done in the classroom in the field of social studies and language arts. It was an assignment affording students the opportunity to delve into many areas including fine arts, history and writing.

A supplement to professional development is the social learning network of the Diocese of Paterson. This site allows teacher access to shared lesson plans, formative assessments and summative assessments in addition to live chat sessions. The site is used to formulate discussion boards on projects and best practices. Topics can vary accordingly.

Aside from a teacher's sharing of ideas, the principal attends meetings on a monthly basis with all of the other principals in the Paterson Diocese. Principals have been placed on subcommittees so that all areas of concern are covered. These areas include professional development, marketing, best practices, community relations and master teachers. This information is then brought back to the individual schools for further dialogue.

The regional high school hosts articulation meetings once a month involving the various disciplines. The high school teachers share expectations of the ninth grade students with the middle school teachers from the surrounding area. The middle school teachers share concerns with high school teachers and a great deal of fine tuning is done to arrive at a consensus. For example, one concern may be how much of the Algebra curriculum needs to be covered to give students a solid foundation for Algebra II. This can then be used as an additional guideline when aligning the curriculum.

4. Engaging Families and Communities:

The first key element to success is in the communication of the school's mission and goals. These are exemplified in the academic offerings of the school as well as the involvement of the school in the community. Many opportunities for the participation of families and the community at large are presented to all. There are open invitations to Mass and prayer services to instill the importance of one common foundation in Christ.

Information about the school can be obtained through a number of resources. These resources include Edline, the school website; the Sunday bulletin, where "A Spotlight on Classrooms" can be found; *The Beacon*, the Diocesan newspaper; PowerSchool where parents have live access to student grades; and *the Echos-Sentinel*, a community newspaper in which the school is often featured. These resources allow for cohesive communication between school, church, parish house and rectory.

The Honeywell Alert System keeps the families of Saint Vincent de Paul School well-informed especially in emergency situations. For example, the school remained open during the October snowstorm while the surrounding districts had to be closed for a number of days. Information went out on a daily basis alerting everyone to the decisions that were made concerning the school.

Aside from these forms of communication, the visibility of the Pastor and principal are of the utmost importance. The Pastor teaches classes at the school which makes him accessible to the students. Many activity nights have been implemented by the principal this year, such as a Craft Night, a Read to Succeed Night and a Physical Fitness Night. Grandparents' Day celebrates some of the special people in the community. These events are designed to encourage participation by the parent with their students.

The Home School Association holds quarterly meetings where parents are given information about the various fundraisers and activities happening at the school and within the parish community. The Education Council, a representation of parents from each grade, brings the concerns of the all the parents to the forefront. Together, the committee works on a shared responsibility in coming to a consensus and a solution to all problems.

1. Curriculum:

Saint Vincent de Paul School has a strong academic curriculum that is closely aligned to the New Jersey Core Curriculum Standards and the Paterson Diocesan Standards. For each subject in grades pre-K through eighth grade, text books are aligned with the standards. In addition, all educators chronicle the New Jersey Core Curriculum Standards covered in their weekly lesson plans.

The reading/ language arts program begins in pre-Kindergarten with an emphasis on phonics, vocabulary and writing. The program exposes the students to multi-genre books and stories. Beginning in kindergarten and following through to grade four, the whole language approach integrates reading, grammar, writing and spelling. Phonics is stressed in grades kindergarten through third grade. As the students progress into the upper school, (grades 5-8) the approach is balanced literacy. Higher level thinking skills of analysis, synthesis and evaluation are stressed while reading anthologies and novels. Writing, vocabulary and grammar skills become more complex.

The Mathematics curriculum is a systematic approach to building skills. Curriculum mapping ensures that all required skills are taught. Number recognition, counting and simple equations are introduced in pre-kindergarten. Each grade level expands on previous skills and adds new concepts. All mathematical concepts are covered by grade seven. In grade eight pre-algebra and algebra are offered to the students. Interactive whiteboard lessons enrich the program.

Science is introduced to the pre-kindergarten and kindergarten students through simple experiments. Science concepts are introduced on an age appropriate timeline. Discovery, through the implementation of science experiments, is incorporated in each grade. Technology resources include interactive whiteboard lessons and “virtual labs.”

Social Studies is taught in all grades. Beginning with concepts of community and civics in the early grades the curriculum will expand to encompass map skills, government, world cultures, New Jersey history, U.S. history and ancient history. Field trips, that enhance students’ knowledge of U.S. government and history, will be added in grades seven and eight.

Saint Vincent de Paul School has a strong visual and performing arts program. Beginning with colors and shapes the students will progress and develop the ability to recognize and use perspective. Students will create one and three dimensional structures. Another facet of the program is the music program. Students receive weekly lessons that include music theory, music history and singing. Instrumental lessons are offered to students in grades four through eight.

Physical education classes are offered to grades pre-kindergarten through eighth. Physical training, sportsmanship and game instruction are the core objectives. Pre-kindergarteners through third graders attend class once a week. All others attend classes twice a week. Health is offered to all the grades. Disease prevention, nutrition and healthy personal health are topics covered.

Saint Vincent de Paul School is in compliance with the program’s foreign language requirements. Spanish instruction is offered weekly to the students in kindergarten through fifth grade and biweekly to the upper grades. Curriculum covers cultural background and basic conversational skills.

The use of technology is crucial for the twenty-first century learner. Beginning in kindergarten students are introduced to terminology and keyboarding skills. Students will progress to learn more complex skills

(e.g., creating PowerPoint presentations, Excel spreadsheets, graphs, etc.). Instruction of technology prepares students for the demands of higher education and the workplace.

Saint Vincent de Paul School is a progressive school that is aligned with New Jersey State Standards, has cutting edge technology and a comprehensive curriculum. The school encourages and develops life-long learners. The alumni stand as testimony to the school's success.

2. Reading/English:

Saint Vincent de Paul School's core reading curriculum utilizes two distinct programs for literacy instruction in grades kindergarten through eight. The literature-based reading program, Houghton-Mifflin, is the primary resource for literacy instruction. Building foundational reading skills through a thematic approach assessment based literacy program is why Saint Vincent de Paul School faculty chose this program. It provides teachers with a variety of tools that establish a baseline for instruction. Grade levels have a collection of integrated themes including differentiated lessons in phonemic awareness, comprehension, vocabulary, spelling, grammar, writing and oral language skills. The program is aligned to state and national literacy standards. Technology is effectively integrated into teaching and learning through a set of online curriculum resources. Instructional goals and indicators are clearly defined for teachers to plan lessons and assessment opportunities accordingly.

The academic cycle begins with diagnosis and planning. Periodic formal and informal assessment includes: observation checklists, anecdotal records, portfolio collections, comprehension tests and timed fluency records. These assessment measures set, establish, and modify instruction in order to meet individual student learning needs.

Students acquire foundational reading skills through daily literacy opportunities. Decodable texts (teacher "read aloud" stories, big books, take home "readers" and theme anthologies) provide students with reading and comprehension strategies practice. Daily routines include: reading the classroom calendar, daily modeled writing, word wall of high frequency words, learning centers, theme projects and independent practice books.

Saint Vincent de Paul School improves reading skills of students reading below level through a variety of programs. The Wilson "Foundations" program provides whole group instruction with additional targeted instruction for students who struggle in general education classrooms. Students in the lowest 30th percentile complete "Foundations" supplemental activities with a remedial teacher. The "Foundations" program includes: explicit systematic instruction, motor-memory learning, repetition and immediate feedback.

The Prentice Hall literature series is utilized in grades six through eight. Fiction, non-fiction, biography, autobiography, poetry and drama are introduced. An analytical approach to literature is presented at this level.

Saint Vincent de Paul School offers students reading above grade level several unique opportunities. Houghton-Mifflin Reading's "challenge" activities meet the needs of advanced learners. Students are challenged to engage in higher-level thinking and independent exploration of concepts and content in greater depth. The school's "Accelerated Reader" program allows students to read books at various grade levels and tracks the number of books read as well as tests comprehension.

3. Mathematics:

The primary levels of the math curriculum are aligned to the diocesan and state standards and are based upon the analysis performed on classroom and *Terra Nova* testing. Weaknesses are strengthened without minimizing the prior knowledge of students. The math program spirals in order to address concepts that

may be taught but not mastered; therefore, they must be readdressed in another part of the curriculum. For example, factoring numbers needs to be reviewed before students are introduced to factoring polynomials in Algebra I to assure a smooth transition into the higher level of math. There are also areas that need to be memorized and the Saint Vincent de Paul School staff acknowledges this by constantly emphasizing math facts.

In grades five through eight there is great consistency in the delivery of mathematical instructional methods since the same individual is responsible for implementation of the math curriculum. The various levels have been mapped and are aligned to the New Jersey and Diocesan standards. All instruction is based on the analysis of formative and summative assessments as well as the *Terra Nova* Standardized Tests.

Once the strengths and weaknesses are recognized, the teacher adjusts the curriculum accordingly. The eighth grade students are divided into two heterogeneous groups. The lessons are first presented as whole group instruction and then those students who are below grade level are given small group reinforcement. Students who are above grade level are presented with more challenging questions that need inquiry based reasoning to arrive at a solution. Although the subject matter is Algebra I in both of these classes, differentiation takes place because of the wide spectrum of learners.

The math curriculum in grades five through seven is aligned to Diocesan and state standards and various ways are used to increase student understanding. Lessons are presented in a whole group instructional environment and the teacher will draw on the experiences of each student to determine the methods of teaching. Students may then be placed in groups or they may be assigned a partner for peer sharing.

4. Additional Curriculum Area:

Recognizing that a solid Social Studies Curriculum will guide students in becoming better, well-informed, critical thinking and thoughtful citizens, Saint Vincent de Paul School strives to provide the life-long skills necessary to achieve their place in the world in which they live.

Saint Vincent de Paul School's social studies curriculum allows for the development of a student's ability to ask questions, read, analyze, interpret, and evaluate information. The curriculum has three levels to be mastered: facts, concepts, and understanding of ideas. Mastery of the social studies curriculum means developing habits that turn information into meaning. Students are immersed in a variety of group activities, and have multiple opportunities to practice and apply learned skills in new circumstances. Preparing the student to become citizens in a democracy is the vital task of social studies education at St. Vincent de Paul School.

Mastery occurs for students at different times as they progress through the school year. In the primary grades instruction provides the foundation each student needs and begins with the community and their members; Native American culture; various cultures, customs and celebrations in America; History of New Jersey and basic geography skills. Instruction expands to include counties, states, and countries. In the sixth grade students become embedded in early civilizations and the creation of cultures. By seventh grade and eighth grade, students have focused their attention to America and its origins. The faculty at Saint Vincent de Paul School recognizes the individual learning styles and incorporates differentiated instruction for all students.

Technology is integrated into the curriculum through online research, webinars, video streaming and interactive technology. Students work cooperatively on class projects. The faculty members at Saint Vincent de Paul School set clear objectives that students are encouraged to achieve.

The social studies curriculum at Saint Vincent de Paul School has clear and measurable expectations that engage students with significant ideas to think critically and creatively about what they are learning, and

to apply that learning to current issues and situations. The faculty provides clear and concise feedback for students to improve their performance. Saint Vincent de Paul School is committed to the continuous process of improving student learning.

5. Instructional Methods:

Saint Vincent de Paul School is committed to providing a quality education for the diverse needs of all learners. Several sub-groups of learners are served within the school system. Students with disabilities have Individual Student Plans, which provides them with specific modifications in their curriculum. They are also instructed by a special education teacher from Morris County Educational Services (MCES) once a week. Saint Vincent de Paul School employs a part-time basic skills teacher who works with students either as an in-class support teacher or on an individual basis.

Saint Vincent de Paul School serves the needs of students considered “at-risk”. These students are given opportunities to come in early or stay late for extra help, to re-take tests and to re-do assignments after consultation with teachers. If a student has scored low average or below average on standardized tests, the student is eligible for compensatory education.

The high ability learners are challenged at Saint Vincent de Paul School to use their creative and intellectual abilities. They are encouraged to participate in extra-curricular academic pursuits such as Forensics, Robotics, Battle of the Books and the Academic Bowl. In the classroom, students performing in the range of high average or above average are offered higher level critical thinking activities, open-ended mathematical problems to solve, and a variety of advanced projects.

Technology is incorporated into all disciplines to ensure greater student involvement in learning, to enhance presentation of information, and to allow immediate feedback to students, teachers and parents. Teachers utilize technology to present information through various modalities for visual, auditory and kinesthetic learners. Webinars and interactive websites allow teachers to bring concepts to life on computer or white boards. In the technology center students demonstrate knowledge using PowerPoint presentations, Excel spreadsheets, or video montages. Laptops allow teachers to give small groups research or writing assignments. Promethean boards afford teachers the opportunity to initiate interactive class activities which provide immediate feedback of student mastery of a concept. Parents and students are able to view grades and missed assignments on PowerSchool which is updated daily. On Edline, the school website, teachers post homework, documents, assignments and links to helpful websites for both struggling and gifted learners.

In essence, Saint Vincent de Paul School is committed to challenging all students to work to their highest potential. The curriculum is tailored to engage the interests and abilities of all learners.

6. Professional Development:

The school’s professional development program has been instituted in accordance with the achievements of the students. The program supports student learning and is aligned to academic standards. It offers opportunities to address and strengthen areas of concern. Professional development has helped to establish a strong foundation inspiring teachers to move forward and provide a flourishing educational environment.

In order for students to be successful, educators must isolate areas that need to be strengthened. An area that has received attention has been differentiated instruction in the classroom. No one method of instruction fits the needs of all students. As lessons are constructed to capture the interest of students, emphasis is placed on differentiation. Some students require hands on activities while others are auditory learners. Through differentiation, improvements have been made that will allow students to grow and achieve success.

Another area that has been addressed through professional development has been curriculum mapping. Realizing that material taught in one subject may have a direct correlation to what is being taught in other subjects leaves the field of education wide open for restructuring approaches to learning. Curriculum is aligned in a manner that creates a level of understanding for the students and at the same time challenges the students to apply the acquired skills to life experiences. Through professional development educators at Saint Vincent de Paul School have communicated ideas and suggestions on how to find common areas within several disciplines. For example, when the science teacher is working on measuring liquids using beakers and cylinders, the math teacher would develop the skills the students need to calibrate various measurements. Curriculum mapping has allowed for the maximization of instruction time. When mapping a curriculum, a component for assessment is included. Evaluating the performance of the students with relation to the curriculum mapping is an essential aspect that is not to be overlooked. Academic standards and curriculum mapping must be aligned to meet and surpass performance goals.

Saint Vincent de Paul School clearly focuses on maintaining and improving the overall performance of the students and faculty. Students are able to prosper because of the strong academic foundation created by the faculty supported by professional development. The faculty continues to be life-long learners, constantly communicating with each other which afford them the opportunity to share best practices and techniques that have proven successful.

7. School Leadership:

Saint Vincent de Paul School is an accredited Catholic school. St Vincent de Paul School is committed to developing the potential of each individual student spiritually, academically, physically and socially within a positive atmosphere of challenge, Christian love and sense of family. The leadership philosophy of the school embraces the mutual responsibility of the administration, the faculty, staff, and parents to fulfill this mission statement. All parties believe in our students' academic success and spiritual growth as they strive to become responsible young citizens. This governance ensures the sustained fulfillment of our mission.

The Pastor, as spiritual leader and chief parish executive, has the canonical authority to establish the religious education policies, to hire the principal and to collaborate with the administration and parents to broadly oversee the school's success.

The principal is the chief school administrator, reporting directly to the Pastor, responsible for the school's academic and fiscal success and as executive liaison with the staff and parents, implements both the religious training and educational curriculum consistent with the New Jersey Core Curriculum Standards. The principal ensures faculty members hold New Jersey Teaching Certification. In addition, more than one third hold advanced degrees. Students excel academically, as evidenced by the *Terra Nova* results, and grow responsibly when well trained educators lead them in a safe learning environment.

The principal established a unique leadership team approach to assist in managing the school. It consists of three teachers who serve as a Lower School Director (pre-K, Kindergarten, Grades 1 and 2), a Middle School Director (Grades 3 through 5) and an Upper School Director (Grades 6 through 8). The team meets weekly with the principal and Pastor and then communicates decisions to the faculty. Peer involvement fosters a trusting atmosphere necessary for sharing concerns and seeking collaborative solutions.

The Education Council, consisting of a parent elected from each grade; as well as, the Home and School Association, open to all parents, meet regularly with the administration to promote academic and religious ideals and provide philanthropy. This parent leadership working harmoniously with the administration provided new microscopes for the science lab and computers for computer labs and a new gymnasium floor. Parents further enhance resources by serving as club advisors and coaches enabling 100% student participation in a full array of social and athletic activities.

PART VI - PRIVATE SCHOOL ADDENDUM

1. Private school association: Catholic

2. Does the school have nonprofit, tax-exempt (501(c)(3) status? Yes

3. What are the 2011-2012 tuition rates, by grade? (Do not include room, board, or fees.)

<u>\$7216</u>	<u>\$7216</u>	<u>\$7216</u>	<u>\$7216</u>	<u>\$7216</u>	<u>\$7216</u>
K	1st	2nd	3rd	4th	5th
<u>\$7216</u>	<u>\$7216</u>	<u>\$7216</u>	<u>\$</u>	<u>\$</u>	<u>\$</u>
6th	7th	8th	9th	10th	11th
<u>\$</u>	<u>\$</u>				
12th	Other				

4. What is the educational cost per student? (School budget divided by enrollment) \$6242

5. What is the average financial aid per student? \$2741

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?
11%

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 24%

PART VII - ASSESSMENT RESULTS

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: Terra Nova

Edition/Publication Year: 2006,2007-
2nd;2008,2009,2010-3rd

Publisher: CTB/McGraw-
Hill

Scores reported as: Scaled
scores

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	654	669	647	624	648
Number of students tested	23	13	23	18	30
Percent of total students tested	85	87	96	100	100
Number of students alternatively assessed	4	2	1	0	0
Percent of students alternatively assessed	15	13	4	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

12PV110

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: Terra Nova

Edition/Publication Year: 2006,2007-
2nd;2008,2009,2010-3rd

Publisher: CTB/McGraw-
Hill

Scores reported as: Scaled
scores

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	653	666	652	636	636
Number of students tested	23	13	23	18	30
Percent of total students tested	85	87	96	100	100
Number of students alternatively assessed	4	2	1	0	0
Percent of students alternatively assessed	14	13	4	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

12PV110

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: Terra Nova

Edition/Publication Year: 2006,2007-
2nd;2008,2009,2010-3rd

Publisher: CTB/McGraw-
Hill

Scores reported as: Scaled
scores

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	674	671	655	674	683
Number of students tested	15	18	17	31	15
Percent of total students tested	88	95	94	100	88
Number of students alternatively assessed	2	1	1	0	2
Percent of students alternatively assessed	12	5	6	0	12
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

12PV110

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: Terra Nova

Edition/Publication Year: 2006,2007-
2nd;2008,2009,2010-3rd

Publisher: CTB/McGraw-
Hill

Scores reported as: Scaled
scores

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	689	668	659	678	680
Number of students tested	15	18	17	31	15
Percent of total students tested	88	95	94	100	88
Number of students alternatively assessed	2	1	1	0	2
Percent of students alternatively assessed	12	5	6	0	12
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

12PV110

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: Terra Nova

Edition/Publication Year: 2006,2007-
2nd;2008,2009,2010-3rd

Publisher: CTB/McGraw-
Hill

Scores reported as: Scaled
scores

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	683	671	690	681	694
Number of students tested	18	15	32	16	35
Percent of total students tested	95	94	97	94	90
Number of students alternatively assessed	1	1	1	1	4
Percent of students alternatively assessed	5	6	3	6	10
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

12PV110

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: Terra Nova

Edition/Publication Year: 2006,2007-2nd;2008,2009,2010-3rd

Publisher: CTB/McGraw-Hill
Scores reported as: Scaled scores

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	684	684	688	680	679
Number of students tested	18	15	32	16	35
Percent of total students tested	95	94	97	94	90
Number of students alternatively assessed	1	1	1	1	4
Percent of students alternatively assessed	5	6	3	6	10
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

12PV110

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 6

Test: Terra Nova

Edition/Publication Year: 2006,2007-
2nd;2008,2009,2010-3rd

Publisher: CTB/McGraw-
Hill

Scores reported as: Scaled
scores

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	698	714	701	698	686
Number of students tested	14	26	13	37	23
Percent of total students tested	82	93	81	95	82
Number of students alternatively assessed	3	2	3	2	5
Percent of students alternatively assessed	18	7	19	5	18
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

12PV110

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 6

Test: Terra Nova

Edition/Publication Year: 2006,2007-
2nd;2008,2009,2010-3rd

Publisher: CTB/McGraw-
Hill

Scores reported as: Scaled
scores

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	691	701	695	691	691
Number of students tested	14	26	13	37	23
Percent of total students tested	82	93	81	95	82
Number of students alternatively assessed	3	2	3	2	5
Percent of students alternatively assessed	18	7	19	5	18
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

12PV110

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 7

Test: Terra Nova

Edition/Publication Year: 2006,2007-2nd-
2008,2009,2010-3rd

Publisher: CTB/McGraw-
Hill

Scores reported as: Scaled
scores

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	735	705	727	705	700
Number of students tested	27	11	36	21	20
Percent of total students tested	93	92	88	81	95
Number of students alternatively assessed	2	1	5	5	1
Percent of students alternatively assessed	7	8	12	19	5
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

12PV110

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 7

Test: Terra Nova

Edition/Publication Year: 2006,2007-
2nd;2008,2009,2010-3rd

Publisher: CTB/McGraw-
Hill

Scores reported as: Scaled
scores

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	705	697	711	692	710
Number of students tested	27	11	36	21	20
Percent of total students tested	93	92	88	81	95
Number of students alternatively assessed	2	1	5	5	1
Percent of students alternatively assessed	7	8	12	19	5
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

12PV110