

U.S. Department of Education
2016 National Blue Ribbon Schools Program

[] Public or [X] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

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

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

School Mailing Address 415 Atlantic Avenue
(If address is P.O. Box, also include street address.)

City Point Pleasant Beach State NJ Zip Code+4 (9 digits total) 08742-3310

County Ocean

Telephone (732) 892-1260 Fax (732) 892-3488

Web site/URL http://stpschool.org E-mail principal@stpschool.org

Twitter Handle https://twitter.com/stpeterschool Facebook Page https://www.facebook.com/Saint-Peter-School-104487504136/ Google+ _____

YouTube/URL https://www.youtube.com/channel/UCeb4k5y0In67KKFcW1v65KA Blog _____ Other Social Media Link _____

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

(Principal's Signature) Date _____

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

District Name Diocese of Trenton Tel. (609) 406-7400

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

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mr. Kevin Corcoran
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

(School Board President's/Chairperson's Signature) Date _____

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

Part I – Eligibility Certification

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.

1. 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. The public school has met their state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) using the most recent accountability results available for the year prior to nomination.
3. To meet final eligibility, a public school must meet the state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) for the year in which they are nominated (2015-2016) and be certified by the state representative. 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 2010 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: 2011, 2012, 2013, 2014, or 2015.
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 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.
9. 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.
10. 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.
11. 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 (2015-2016) 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 with characteristics typical of an urban area
 - ☒ Suburban
 - ☐ Small city or town in a rural area
 - ☐ Rural
3. Number of students as of October 1, 2015 enrolled at each grade level or its equivalent in applying school:

| Grade | # of Males | # of Females | Grade Total |
|----------------|------------|--------------|-------------|
| PreK | 0 | 0 | 0 |
| K | 11 | 8 | 19 |
| 1 | 11 | 14 | 25 |
| 2 | 8 | 11 | 19 |
| 3 | 13 | 11 | 24 |
| 4 | 16 | 17 | 33 |
| 5 | 10 | 13 | 23 |
| 6 | 6 | 11 | 17 |
| 7 | 8 | 15 | 23 |
| 8 | 11 | 7 | 18 |
| 9 | 0 | 0 | 0 |
| 10 | 0 | 0 | 0 |
| 11 | 0 | 0 | 0 |
| 12 or higher | 0 | 0 | 0 |
| Total Students | 94 | 107 | 201 |

4. 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
 - 95 % White
 - 1 % 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 2014 – 2015 school year: 2%

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, 2014 until the end of the 2014-2015 school year | 2 |
| (2) Number of students who transferred <i>from</i> the school after October 1, 2014 until the end of the 2014-2015 school year | 2 |
| (3) Total of all transferred students [sum of rows (1) and (2)] | 4 |
| (4) Total number of students in the school as of October 1, 2014 | 204 |
| (5) Total transferred students in row (3) divided by total students in row (4) | 0.020 |
| (6) Amount in row (5) multiplied by 100 | 2 |

6. English Language Learners (ELL) in the school: 0 %
0 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):

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

8. Students receiving special education services: 12 %
25 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> Orthopedic Impairment |
| <u>0</u> Deafness | <u>3</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>16</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>6</u> Speech or Language Impairment |
| <u>0</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 |

9. Number of years the principal has been in her/his position at this school: 10
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 | 9 |
| Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc. | 4 |
| Paraprofessionals | 2 |
| Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc. | 2 |

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 22:1

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

| Required Information | 2014-2015 | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 |
|-----------------------------|-----------|-----------|-----------|-----------|-----------|
| Daily student attendance | 95% | 96% | 96% | 96% | 96% |
| High school graduation rate | 0% | 0% | 0% | 0% | 0% |

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

Show percentages to indicate the post-secondary status of students who graduated in Spring 2015.

| 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.

It is the mission of Saint Peter School to provide a community of faith in which students will develop spiritually, intellectually, physically, socially and emotionally.

PART III – SUMMARY

Saint Peter School is an Advance Education, Inc. (AdvancED) accredited Catholic school educating students from grades kindergarten through eighth grade, serving children from five years of age to fourteen years of age. The school currently offers one class for each grade level with a total of 201 students enrolled in the 2015-2016 school year. The physical school consists of one building located on a common campus with the parish, parish hall, friary and convent.

In educating the whole student, Saint Peter School has developed an extensive menu of extracurricular offerings that is constantly growing. Included in these extracurricular opportunities are championship winning basketball, baseball, soccer, and track teams, drama, fitness, art, music, science and typing clubs, and a yearbook committee. These opportunities help students to augment and use their knowledge gained in the classroom in new and different ways.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

In accordance with our Catholic Identity and rooted in Gospel values, it is the mission of Saint Peter School to provide a community of faith in which students will develop spiritually, intellectually, physically, socially, and emotionally. This mission guides both the curriculum design and how it is put into action in the classroom. Saint Peter School's curriculum is aligned with the standards provided by the Diocese of Trenton which have been created, with influence from the New Jersey Core Curriculum Content Standards, Common Core Standards, and National Catholic Standards and Benchmarks for Elementary and Secondary Schools, in committees composed of active participants including members of the Saint Peter School faculty.

It is the goal of the Language Arts curriculum to develop students' skills in language literacy to move them beyond an isolated world of learning into an all-enveloping world of interrelated knowledge. This is accomplished through the school-wide STREAM (Science, Technology, Religion, Engineering, Arts and Mathematics) approach to learning, where the Arts refers to both fine arts and language arts. Writing is a major academic component to learning across the curriculum. In kindergarten through third grade, the use of the Wilson Reading System complements the major components of the Integrated Language Arts program, namely reading, writing, speaking, listening, handwriting, spelling, and technology. In the upper grades these concepts are broadened and applied to many genres including short stories, novels, and informational text. Writing both short and long pieces, which include a variety of research reports, analysis, and creative products, is addressed and developed with both teacher input and peer review.

The Mathematics program is built around collaboration, variety, and opportunity in order that students will develop a lifelong appreciation of math, with the goal being an ability to apply the mathematical skillsets to real life situations and other areas of the curriculum. In the primary grades students learn their foundations through working with a variety of hands-on manipulatives and drill procedures to cement their early concepts. In grades five through eight, high performing students, both in the classroom and on standardized tests, are able to participate in an accelerated program that allows students the opportunity to reach their fullest potential and provides the opportunity to study Algebra I in the eighth grade.

Science, the foundation of our STREAM approach to learning, teaches students on all grade levels to look at the world around them critically, logically, analytically, and ethically. The Science curriculum has been enhanced by a grant from The OceanFirst Foundation which allowed for construction of a designated Science Lab which included the addition of electronic microscopes and virtual dissection. Students also take advantage of our proximity to the Jersey Shore with participation in the Clean Ocean Action Summit at Island Beach State Park and hands on labs held at nearby beaches. The curriculum was expanded through the Trout in the Classroom program which gives students the responsibility of raising and studying live trout before releasing them into the local ecosystem.

The Social Studies curriculum is an integrated study of the social sciences and humanities. Consistent with the teachings and principles of the Catholic Church, students will develop the skills and intellectual curiosity needed to understand the events that shaped our world. Students are encouraged to become life-long reflective thinkers. The aim of the curriculum is to enable students to understand the past, to apply it to the present, and to create a better future. The goals are to develop an appreciation of the various factors that have shaped the world (historic, geographic, economic, social, and technical), to develop an appreciation, awareness and respect for diverse religious, ethnic, and cultural lifestyles by incorporating their respective arts and humanities, to develop an understanding of local, national, and global current events, and to understand political systems to encourage responsible participation and citizenship in a democratic society. The curriculum also utilizes the STREAM approach as it aims to develop the skills necessary to understand social studies concepts (maps, globe, time lines, tables, charts, and diagrams), and to integrate Language Arts processes within the Social Studies curriculum through essay writing and research techniques.

2. Other Curriculum Areas:

It is the main goal of the Religion program at Saint Peter School to develop and nurture in each student a close and personal relationship with God. The religion program aids each student in finding and maintaining a Catholic Identity. In order to accomplish this Saint Peter School adheres to the guidelines as specified in the Religion Curriculum Guidelines for the Diocese of Trenton. The areas of catechesis are God, sacraments, church, prayer/worship, moral life, and scripture. These areas are addressed in variety of ways by kindergarten through eighth grade teachers each day. In addition to religion class, students are also exposed to instruction in these areas as they attend spiritual retreats three times a year, attend Mass several times throughout the month, interact with prayer partners at least once a month, pray daily and engage in regular community service activities.

The Art curriculum is composed of two pieces: visual arts and performing arts in the form of Music education. Visual Art instruction takes place in a new classroom space known as “The Imagination Station”. This space was created with a grant from The OceanFirst Foundation. Students in kindergarten through eighth grade are exposed to drawing, painting, sculpting, paper crafts and computer modeling with a new 3-D printer once a week. Music education also takes place once a week. Students explore different genres of music and learn to incorporate simple instruments such as drums, recorders and bells into their performances. The curriculum is then incorporated into participation at Mass and various performances including annual Veterans Day celebrations and The Christmas Pageant.

The goals of the Physical Education curriculum are to challenge and to inspire students to engage in physical activity in a safe, non-threatening environment. A physically educated Saint Peter student applies movement concepts and principles to the learning and development of motor skills and understands that physical activity provides opportunity for enjoyment, challenge, self-expression, and social interaction. Students engage in physical education class once a week, with the opportunity for students to participate in an annual Olympic Night based on their in class performance and an annual Track & Field Day. Nutrition and health education is addressed both in physical education class and in science class as part of both curriculums.

The goals of the Spanish curriculum are for students to acquire a second language and to increase proficiency and effectiveness in the interpersonal, interpretive, and presentational methods of communication over time. Students also develop an appreciation of diverse cultures leading to an understanding and respect for others. Students in kindergarten through eighth grade participate in Spanish class once a week. Saint Peter School is in compliance with the National Blue Ribbon Schools program's foreign language requirements.

The Library/Media curriculum strives to cultivate life-long learners, encourage an enduring love of reading, develop information transliteracy, create collaborative partners, and maintain a viable and diverse collection of resources in a Catholic environment. The Library/Media Center is accessed weekly by each grade for formal instruction. The Media center was upgraded with a grant from the OceanFirst Foundation to include a computerized inventory system, Surpass, giving many students their first exposure to a library card. The grant also expanded student resources for research and learning, providing monies for books, interactive globes, an Integrated White Board, and a television that is utilized for webinars and virtual interactive class trips.

The Technology curriculum for Saint Peter School includes a three year technology plan that is evaluated and approved by the Diocese of Trenton and provides a Catholic learning environment that will prepare students to be knowledgeable, ethical, productive digital citizens in a global society. The curriculum prepares students for a changing technological world in a global landscape and educates students in how to evaluate information on the internet for accuracy and truth. Distance learning opportunities are provided to enhance classroom lessons several times throughout the year. Kindergarten through eighth grade participates in technology class once a week, but utilizes the latest technology (iPads, SmartBoards, laptops, digital video and still cameras) in the classroom on a daily basis.

3. Instructional Methods and Interventions:

Every student at Saint Peter School has a different set of strengths and areas in need of growth. The faculty has at its fingertips a diverse arsenal of methods and techniques to appropriately and effectively address the needs of all students, including both struggling and advanced students, in the classroom. Classroom differentiation by the homeroom teacher is always in use, whether in group work, center work, or small group instruction. Tiered assignments and responsibilities given throughout the day engage the advanced student as well as provide support for the struggling student.

Additionally, students who have been identified by the teacher and Child Study Team as qualified for additional services receive small group instruction with a certified support teacher in reading, math, or study skills outside of the classroom setting. Some students also qualify for an instructional aide to further assist with comprehension and organization in class. Along with these additional services, a qualifying student benefits from a diverse array of classroom and testing modifications identified by the Child Study Team as integral to the success of the student. Classroom teachers work closely with support staff, instructional aides, and the Child Study Team to ensure the best possible environment to nurture a student's potential.

Advanced children are also supported and provided experiences beneficial to their education. Students in grades five through eight are able to qualify for the advanced mathematics program. Qualifying students receive high scores in math on their report card, score highly on standardized tests in math, and must receive a recommendation from their teacher based on behavior, cooperation, and effort. Advanced students are often asked to represent the school in academic competitions in various subject areas including the Saint Rose Scholastic Bowl, Donovan Catholic Scholastic Olympics, National Geography Bee, and the Security Industry and Financial Market Association Foundation Stock Market Game.

Problem-based learning is utilized across the curriculum, especially in relation to the school's STREAM initiative. Students are given real world problems to solve using facts and resources addressed throughout the preceding lessons. Some recent STEM activities have included designing and testing methods of helping fairy-tale characters out of a precarious situation, raising and maintaining a balanced habitat for trout, as well as designing and building musical instruments from found objects.

The STEM lab and STREAM "Imagination Station" also provide students with a variety of technology resources (iPads, Integrated White Boards, laptops, digital microscopes, a 3D printer, digital video and still cameras) to support their problem solving. These technology resources can help students both in the lab and in the classroom by providing reinforcement, drill, and enrichment opportunities tailored to the student's needs, including audio support for the struggling reader.

4. Assessment for Instruction and Learning and Sharing Assessment Results:

The principal and faculty of Saint Peter School are constantly involved in the analysis of assessment data to improve student and school performance. In the Spring and Fall the Terra Nova assessment is analyzed independently, then discussed in meetings to brainstorm ideas for improvement and to decide on school-wide goals. Three times throughout the year a benchmark test is given in math and reading that is logged, analyzed and discussed in grade level meetings to plan instruction for the trimester. This data is also analyzed for trends at year end.

These types of major assessments are integral to the planning of instruction and success of the students. This data drives the instructional approaches, methods, and interventions used by the faculty to meet the diverse and individual needs of students and to achieve instructional goals. This data is shared with the Child Study Team to make decisions on classification and accommodation of a struggling student's needs. It is also shared with the math curriculum coordinator in order to determine advanced math placement for students in grades five through eight.

The faculty meets monthly in Professional Learning Communities (PLC) to discuss data provided from these sources and share best practices, interventions, successes, and struggles. Colleagues are given the opportunity to suggest improvements, interventions, or methods that have proven successful in the

classroom. Teachers share knowledge gained through their professional development opportunities.

As a result of these efforts, scores on the Terra Nova assessment have increased between the 2012 and 2015 assessment years, by an average of 4% in reading and 6.33% in mathematics, to the point that Blue Ribbon application is possible. All grade levels have progressively increased in performance since data collection of the 2012 Terra Nova. Upon analyzing the 2015 data, Mathematics has shown an improvement above the expected levels of performance, while Reading and Language have remained at the expected high level of performance of previous years.

The data acquired from these sources are shared with parents and students in a variety of ways. The Genesis grading system logs student scores to share with parents and students. Terra Nova score information is distributed to parents and students in the communication folder. This folder keeps stakeholders apprised of the school's current events and important information. Parent Teacher Association (PTA) meetings are also a venue at which Terra Nova scoring information is disseminated.

In order to maintain high levels of achievement, data is consistently reviewed and discussed in PLC meetings. Annual goals are set by each faculty member, with input from the principal, to improve instruction. In working towards Advance Education, Inc. (AdvancED) accreditation, a goal of increased proficiency in math was created and outlined with daily activities planned to meet the goal. Saint Peter School strives for constant improvement and maintaining high levels of achievement.

1. School Climate/Culture:

Saint Peter School engages and motivates students by giving them opportunities at every grade level to play an active part in their educational journey. Students in grades four through eight are given the opportunity to serve their school as student council officers and governors. The student council helps to motivate their peers by choosing themes for each month to lead the school in prayer, focus the other students' energy on a common goal, recognize achievements of individuals and teams within the school, and bring classes together for team building exercises. First, second, and third graders are given the opportunity to act as helpers for their classes, while the kindergartners are able to lead their class in turns as the "Very-Important-Person" of the week with the responsibility of caring for the class pet, Roary the stuffed lion. All students are given the opportunity to be recognized as school ambassadors or in social media marketing campaigns.

The three main values instilled at Saint Peter School are reverence for God, respect for one another and personal responsibility. From kindergarten through eighth grade the students are given opportunities to live these virtues and are recognized for embodying them. To further teach these values, the school engages in triannual anti-bullying activities, attends Mass regularly to hear the Church's message of love and hope, participates in the "Too Good For Drugs" program and the "Social Decision Making/Social Problem Solving" program with a clinical psychologist, engages in daily prayer, and attends triannual religious retreats with the Sisters of Saint Joseph of Chestnut Hill. Students are encouraged to serve one another and create a safe space for their thoughts, ideas, and feelings to be shared in the classroom.

The families of Saint Peter School, including both current students and alumni, are an essential part of the school culture. The families of Saint Peter are very involved with the everyday operation of the school. Their love and support help to create an environment where teachers feel valued and supported. Parents and alumni are always available and ready to volunteer in classrooms for special events, service projects, and maintenance and upkeep. They are constantly showing care and appreciation for the faculty with class parent duties, lunches, and kind words of support. The administration also helps to create this positive environment for teachers by providing the latest in technology and resources for the classroom, encouraging participation in professional development opportunities, and providing opportunities for collaboration and support among teachers with Professional Learning Communities (PLCs).

2. Engaging Families and Community:

Marketing at Saint Peter School has always been an important component in keeping the community aware of and involved in the school's offerings. Open Houses are held three times a year to welcome the community in to see Saint Peter students experiencing learning. Parents are updated weekly through a schoolwide communication folder. The parish community is apprised of the school's activity weekly through a submission in the church bulletin that highlights a special project in one class each week. Newspaper and magazine articles highlighting school and student achievements are displayed in the main hallway and cataloged throughout the year. Social media such as Twitter, Facebook, and YouTube are also utilized to present a complete picture of the Saint Peter School experience.

The local community has an active part in Saint Peter School's academic life, helping to create well rounded, engaged students. First responders in the local community are very involved with the students who honor them in return. The local fire company holds a field trip for the kindergarten students each year and brings their truck and equipment to the school for the older students to learn about fire safety. The local Emergency Medical Services (EMS) squad speaks to the children about potential careers in their field. A representative from the local police department visits the school each day and interacts with the students, as well as teaches the "Too Good For Drugs" program in the Spring and provides a special demonstration of the K-9 unit. Each of these organizations has been recognized by the students with various service projects and ceremonies over the years, teaching the students gratitude and respect for services they may otherwise take for granted.

In addition, veterans are honored at Saint Peter School during the year in activities and programs that are integrated as part of the STREAM curriculum and as a reflection of our Catholic values. Cards and gifts are distributed to both active military and veterans in hospitals and long term care facilities. Students are also reminded of the sacrifice our military makes with yearly participation along the route of NJ Run for the Fallen each fall. This year long community outreach project culminates with a program which is held annually to coincide with Veterans Day.

During Catholic Schools Week and at other times throughout the year, local, national, and international charity organizations are highlighted to give students a wider view of the world outside of their realm of experience. Students collect items, complete chores to earn money, and research other cultures to be able to have a greater appreciation for what they have, and to understand the guiding message of Jesus Christ to help others and be a steward of creation. Some specific service efforts include support of the Ronald McDonald House, Change for Global Change program, Pennies for the Villa fundraiser, monthly local foodbank collections, and an annual baby shower to support needy families through the Madonna House.

3. Professional Development:

The faculty at Saint Peter School has many opportunities to participate in professional development. The school has a membership with the Monmouth Ocean Educational Services Commission's Regional Professional Development Academy that allows the faculty to participate in unlimited seminars provided throughout the year. These professional development opportunities specifically focus on differentiating instruction to reach students of varying levels of readiness. Teachers attend these seminars either individually or as teams and bring back a wealth of knowledge to share with the full faculty at regularly scheduled faculty meetings.

Throughout the year the full faculty engages in professional development together on regularly scheduled in-service days. Organized by the principal, these workshops vary in topic but align with a school-wide professional development goal determined by the faculty before the start of the school year. In recent years these workshops have included topics such as student social problem solving and decision making, advancements in technology in the classroom, and integrating STEM and STREAM into all facets of the classroom to facilitate student engagement, comprehension, and real world application.

In addition to these in-service days, the faculty is often invited to attend professional development days organized by the Diocese of Trenton. These workshops are offered on a variety of topics and are sometimes geared towards administrators, and other times to full faculties. Topics in recent years have focused on STEM and STREAM, teaching the exceptional student, and the pedagogy of teaching. Many of these professional development opportunities aid teachers in better understanding the child.

Another avenue in which the Saint Peter School faculty has been able to better themselves as teachers is through the webinar experience. The school technology continues to research webinars available to teachers during or after the school day. The topics available via online webinar are innumerable. The technology coordinator at times organizes sessions for multiple faculty members to attend in the computer lab, or educates them as to how to connect at home to participate in the professional development opportunity. Teachers have participated in webinars focusing on subject area specialization, use of web resources, methods of teaching, operation of new technology, and educational current events. This source of professional development is an exceptional way to stay in touch with the latest in educational advancements.

4. School Leadership:

Saint Peter School prides itself on being a small environment wherein each student is known closely by all faculty, staff, and administration. The success of each student is valued along with the success of the student body as a whole. As a small school, the faculty works very closely with the administration and

actively participates in many facets of running a school. The focus of all involved always revolves around the school's mission: In accordance with our Catholic Identity and rooted in Gospel values, it is the mission of Saint Peter School to provide a community of faith in which students will develop spiritually, intellectually, physically, socially and emotionally.

Saint Peter School's administration is made up of the pastor and principal who work closely with the school board, finance council, parent teacher association, and the faculty. The principal is the main conduit between all of these groups ensuring a common focus on the school's mission in all planning efforts. Other responsibilities of the principal include goal setting, transparency, enforcement of school rules, and proper implementation of curriculum and mission. This is monitored by classroom observation, full faculty meetings, private meetings with individual faculty members, and weekly observation of lesson plans.

The small faculty, being made up of one teacher per grade, often works together with the principal to analyze, interpret, and plan for the use of data from predetermined assessment sources. They plan and schedule professional development opportunities and ensure the uniform application of the school's mission statement to all instruction and planning. This facilitates a cohesive message and upward track to improvement planning for all students.

Beyond the full faculty involvement in many aspects of school life, many committees have been created to accomplish various tasks and goals. All committees report directly to the principal. These committees that facilitate student achievement include a security committee, Catholic Schools Week committee, professional development planning committee, and Advance Education, Inc. (AdvancED) accreditation committee among many others. In addition to conferring with and receiving direction from the principal, these committees address the full faculty at faculty meetings to keep all apprised of the policies, programs, and resources being developed to benefit student achievement. The faculty also has designated content area coordinators to lead the school in compliance with all content area standards, evaluate materials for classroom use, and research and recommend resources that augment the curriculum. These content area coordinators report directly to the principal with all concerns, recommendations, and requests to facilitate student achievement. They also act as a liaison between administration and faculty for content area concerns and the sharing of best practices.

PART VI * INDICATORS OF ACADEMIC SUCESS

In accordance with our Catholic Identity and rooted in Gospel values, it is the mission of Saint Peter School to provide a community of faith in which students will develop spiritually, intellectually, physically, socially and emotionally. This mission drives the central practice that makes Saint Peter School so successful: a constant and all-enveloping focus on God. This dedication to Jesus' message of love, hope, and faith ties together the community and creates a safe and nurturing environment where children are free to explore, take risks, and challenge themselves to always do their best. With God as the central focus of all efforts, students benefit from academic success, high assessment scores, high self-esteem, low rates of bullying, and an overall sense of peace and kinship.

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? \$6200
(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? 18%

PART VIII - ASSESSMENT RESULTS FOR NORM-REFERENCED TESTS

REFERENCED BY NATIONAL NORMS

| | |
|---|--|
| Subject: <u>Math</u> | Test: <u>Terra Nova, Third Edition</u> |
| Grade: <u>3</u> | Edition/Publication Year: <u>2010</u> |
| Publisher: <u>CTB/McGraw-Hill LLC.</u> | Scores are reported here as: <u>Scaled scores</u> |

| | |
|--|-----------|
| School Year | 2014-2015 |
| Testing month | Mar |
| SCHOOL SCORES | |
| Average Score | 634.7 |
| Number of students tested | 27 |
| Percent of total students tested | 100 |
| Number of students alternatively assessed | |
| Percent of students alternatively assessed | 0 |
| SUBGROUP SCORES | |
| 1. Other 1 | |
| Average Score | |
| Number of students tested | |
| 2. Other 2 | |
| Average Score | |
| Number of students tested | |
| 3. Other 3 | |
| Average Score | |
| Number of students tested | |

NOTES:

REFERENCED BY NATIONAL NORMS

| | |
|---|--|
| Subject: <u>Math</u> | Test: <u>Terra Nova, Third Edition</u> |
| Grade: <u>4</u> | Edition/Publication Year: <u>2010</u> |
| Publisher: <u>CTB/McGraw-Hill LLC.</u> | Scores are reported here as: <u>Scaled scores</u> |

| | |
|--|-----------|
| School Year | 2014-2015 |
| Testing month | Mar |
| SCHOOL SCORES | |
| Average Score | 665.1 |
| Number of students tested | 23 |
| Percent of total students tested | 100 |
| Number of students alternatively assessed | |
| Percent of students alternatively assessed | 0 |
| SUBGROUP SCORES | |
| 1. Other 1 | |
| Average Score | |
| Number of students tested | |
| 2. Other 2 | |
| Average Score | |
| Number of students tested | |
| 3. Other 3 | |
| Average Score | |
| Number of students tested | |

NOTES:

REFERENCED BY NATIONAL NORMS

| | |
|---|--|
| Subject: <u>Math</u> | Test: <u>Terra Nova, Third Edition</u> |
| Grade: <u>5</u> | Edition/Publication Year: <u>2010</u> |
| Publisher: <u>CTB/McGraw-Hill LLC.</u> | Scores are reported here as: <u>Scaled scores</u> |

| | |
|--|-----------|
| School Year | 2014-2015 |
| Testing month | Mar |
| SCHOOL SCORES | |
| Average Score | 684.3 |
| Number of students tested | 16 |
| Percent of total students tested | 100 |
| Number of students alternatively assessed | |
| Percent of students alternatively assessed | 0 |
| SUBGROUP SCORES | |
| 1. Other 1 | |
| Average Score | |
| Number of students tested | |
| 2. Other 2 | |
| Average Score | |
| Number of students tested | |
| 3. Other 3 | |
| Average Score | |
| Number of students tested | |

NOTES:

REFERENCED BY NATIONAL NORMS

| | |
|---|--|
| Subject: <u>Math</u> | Test: <u>Terra Nova, Third Edition</u> |
| Grade: <u>6</u> | Edition/Publication Year: <u>2010</u> |
| Publisher: <u>CTB/McGraw-Hill LLC.</u> | Scores are reported here as: <u>Scaled scores</u> |

| | |
|--|-----------|
| School Year | 2014-2015 |
| Testing month | Mar |
| SCHOOL SCORES | |
| Average Score | 688 |
| Number of students tested | 18 |
| Percent of total students tested | 100 |
| Number of students alternatively assessed | |
| Percent of students alternatively assessed | 0 |
| SUBGROUP SCORES | |
| 1. Other 1 | |
| Average Score | |
| Number of students tested | |
| 2. Other 2 | |
| Average Score | |
| Number of students tested | |
| 3. Other 3 | |
| Average Score | |
| Number of students tested | |

NOTES:

REFERENCED BY NATIONAL NORMS

| | |
|---|--|
| Subject: <u>Math</u> | Test: <u>Terra Nova, Third Edition</u> |
| Grade: <u>7</u> | Edition/Publication Year: <u>2010</u> |
| Publisher: <u>CTB/McGraw-Hill LLC.</u> | Scores are reported here as: <u>Scaled scores</u> |

| | |
|--|-----------|
| School Year | 2014-2015 |
| Testing month | Mar |
| SCHOOL SCORES | |
| Average Score | 714.4 |
| Number of students tested | 24 |
| Percent of total students tested | 100 |
| Number of students alternatively assessed | |
| Percent of students alternatively assessed | 0 |
| SUBGROUP SCORES | |
| 1. Other 1 | |
| Average Score | |
| Number of students tested | |
| 2. Other 2 | |
| Average Score | |
| Number of students tested | |
| 3. Other 3 | |
| Average Score | |
| Number of students tested | |

NOTES:

REFERENCED BY NATIONAL NORMS

| | |
|---|--|
| Subject: <u>Math</u> | Test: <u>Terra Nova, Third Edition</u> |
| Grade: <u>8</u> | Edition/Publication Year: <u>2010</u> |
| Publisher: <u>CTB/McGraw-Hill LLC.</u> | Scores are reported here as: <u>Scaled scores</u> |

| | |
|--|-----------|
| School Year | 2014-2015 |
| Testing month | Mar |
| SCHOOL SCORES | |
| Average Score | 720.2 |
| Number of students tested | 22 |
| Percent of total students tested | 100 |
| Number of students alternatively assessed | |
| Percent of students alternatively assessed | 0 |
| SUBGROUP SCORES | |
| 1. Other 1 | |
| Average Score | |
| Number of students tested | |
| 2. Other 2 | |
| Average Score | |
| Number of students tested | |
| 3. Other 3 | |
| Average Score | |
| Number of students tested | |

NOTES:

REFERENCED BY NATIONAL NORMS

| | |
|---|--|
| Subject: <u>Reading/ELA</u> | Test: <u>Terra Nova, Third Edition</u> |
| Grade: <u>3</u> | Edition/Publication Year: <u>2010</u> |
| Publisher: <u>CTB/McGraw-Hill LLC.</u> | Scores are reported here as: <u>Scaled scores</u> |

| | |
|--|-----------|
| School Year | 2014-2015 |
| Testing month | Mar |
| SCHOOL SCORES | |
| Average Score | 652.8 |
| Number of students tested | 26 |
| Percent of total students tested | 100 |
| Number of students alternatively assessed | |
| Percent of students alternatively assessed | 0 |
| SUBGROUP SCORES | |
| 1. Other 1 | |
| Average Score | |
| Number of students tested | |
| 2. Other 2 | |
| Average Score | |
| Number of students tested | |
| 3. Other 3 | |
| Average Score | |
| Number of students tested | |

NOTES:

REFERENCED BY NATIONAL NORMS

| | |
|---|--|
| Subject: <u>Reading/ELA</u> | Test: <u>Terra Nova, Third Edition</u> |
| Grade: <u>4</u> | Edition/Publication Year: <u>2010</u> |
| Publisher: <u>CTB/McGraw-Hill LLC.</u> | Scores are reported here as: <u>Scaled scores</u> |

| | |
|--|-----------|
| School Year | 2014-2015 |
| Testing month | Mar |
| SCHOOL SCORES | |
| Average Score | 662.7 |
| Number of students tested | 23 |
| Percent of total students tested | 100 |
| Number of students alternatively assessed | |
| Percent of students alternatively assessed | 0 |
| SUBGROUP SCORES | |
| 1. Other 1 | |
| Average Score | |
| Number of students tested | |
| 2. Other 2 | |
| Average Score | |
| Number of students tested | |
| 3. Other 3 | |
| Average Score | |
| Number of students tested | |

NOTES:

REFERENCED BY NATIONAL NORMS

| | |
|---|--|
| Subject: <u>Reading/ELA</u> | Test: <u>Terra Nova, Third Edition</u> |
| Grade: <u>5</u> | Edition/Publication Year: <u>2010</u> |
| Publisher: <u>CTB/McGraw-Hill LLC.</u> | Scores are reported here as: <u>Scaled scores</u> |

| | |
|--|-----------|
| School Year | 2014-2015 |
| Testing month | Mar |
| SCHOOL SCORES | |
| Average Score | 686.9 |
| Number of students tested | 16 |
| Percent of total students tested | 100 |
| Number of students alternatively assessed | |
| Percent of students alternatively assessed | 0 |
| SUBGROUP SCORES | |
| 1. Other 1 | |
| Average Score | |
| Number of students tested | |
| 2. Other 2 | |
| Average Score | |
| Number of students tested | |
| 3. Other 3 | |
| Average Score | |
| Number of students tested | |

NOTES:

REFERENCED BY NATIONAL NORMS

| | |
|---|--|
| Subject: <u>Reading/ELA</u> | Test: <u>Terra Nova, Third Edition</u> |
| Grade: <u>6</u> | Edition/Publication Year: <u>2010</u> |
| Publisher: <u>CTB/McGraw-Hill LLC.</u> | Scores are reported here as: <u>Scaled scores</u> |

| | |
|--|-----------|
| School Year | 2014-2015 |
| Testing month | Mar |
| SCHOOL SCORES | |
| Average Score | 686.1 |
| Number of students tested | 18 |
| Percent of total students tested | 100 |
| Number of students alternatively assessed | |
| Percent of students alternatively assessed | 0 |
| SUBGROUP SCORES | |
| 1. Other 1 | |
| Average Score | |
| Number of students tested | |
| 2. Other 2 | |
| Average Score | |
| Number of students tested | |
| 3. Other 3 | |
| Average Score | |
| Number of students tested | |

NOTES:

REFERENCED BY NATIONAL NORMS

| | |
|---|--|
| Subject: <u>Reading/ELA</u> | Test: <u>Terra Nova, Third Edition</u> |
| Grade: <u>7</u> | Edition/Publication Year: <u>2010</u> |
| Publisher: <u>CTB/McGraw-Hill LLC.</u> | Scores are reported here as: <u>Scaled scores</u> |

| | |
|--|-----------|
| School Year | 2014-2015 |
| Testing month | Mar |
| SCHOOL SCORES | |
| Average Score | 715.1 |
| Number of students tested | 24 |
| Percent of total students tested | 100 |
| Number of students alternatively assessed | |
| Percent of students alternatively assessed | 0 |
| SUBGROUP SCORES | |
| 1. Other 1 | |
| Average Score | |
| Number of students tested | |
| 2. Other 2 | |
| Average Score | |
| Number of students tested | |
| 3. Other 3 | |
| Average Score | |
| Number of students tested | |

NOTES:

REFERENCED BY NATIONAL NORMS

| | |
|---|--|
| Subject: <u>Reading/ELA</u> | Test: <u>Terra Nova, Third Edition</u> |
| Grade: <u>8</u> | Edition/Publication Year: <u>2010</u> |
| Publisher: <u>CTB/McGraw-Hill LLC.</u> | Scores are reported here as: <u>Scaled scores</u> |

| | |
|--|-----------|
| School Year | 2014-2015 |
| Testing month | Mar |
| SCHOOL SCORES | |
| Average Score | 715.3 |
| Number of students tested | 22 |
| Percent of total students tested | 100 |
| Number of students alternatively assessed | |
| Percent of students alternatively assessed | 0 |
| SUBGROUP SCORES | |
| 1. Other 1 | |
| Average Score | |
| Number of students tested | |
| 2. Other 2 | |
| Average Score | |
| Number of students tested | |
| 3. Other 3 | |
| Average Score | |
| Number of students tested | |

NOTES: