

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 Mrs. Ann Marie Braca

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

Official School Name Holy Family School

(As it should appear in the official records)

School Mailing Address 221 Third Avenue

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

City Phoenixville State PA Zip Code+4 (9 digits total) 19460-3804

County Chester

Telephone (610) 933-7562 Fax (610) 933-8823

Web site/URL http://www.myholyschool.org E-mail abraca@myholyschool.org

Twitter Handle https://twitter.com/hfs221 Facebook Page http://www.facebook.com/holyschoolphoenixville Google+ _____

YouTube/URL _____ 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. Debra Brillante E-mail dbrillante@archphila.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Archdiocese of Philadelphia Tel. (215) 587-3585

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 _____
(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	32	19	51
K	15	19	34
1	18	23	41
2	15	27	42
3	24	33	57
4	19	27	46
5	27	30	57
6	17	22	39
7	23	25	48
8	20	18	38
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	210	243	453

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 3 % Asian
 - 1 % Black or African American
 - 3 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 92 % 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: 40%

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	126
(2) Number of students who transferred <i>from</i> the school after October 1, 2014 until the end of the 2014-2015 school year	26
(3) Total of all transferred students [sum of rows (1) and (2)]	152
(4) Total number of students in the school as of October 1, 2014	376
(5) Total transferred students in row (3) divided by total students in row (4)	0.404
(6) Amount in row (5) multiplied by 100	40

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: 7%
Total number students who qualify: 28

8. Students receiving special education services: 7 %
35 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- | | |
|--------------------------------|--|
| <u>1</u> Autism | <u>1</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>11</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>9</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>17</u> Speech or Language Impairment |
| <u>3</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>1</u> Visual Impairment Including Blindness |
| <u>1</u> Multiple Disabilities | <u>1</u> Developmentally Delayed |

9. Number of years the principal has been in her/his position at this school: 6
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	21
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	8
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.	0

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 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	98%	97%	97%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

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

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

Holy Family School is a Christ centered, student driven, family focused center of academic excellence that prepares students to live the message of Jesus Christ.

PART III – SUMMARY

Holy Family School (HFS) is a Christ centered, student driven, family focused center of academic excellence that prepares students to live the message of Jesus Christ. Located in Phoenixville, Pennsylvania, Holy Family was formed in 1986 when the parishes of St. Ann, Saint Mary of the Assumption and two other now-closed parishes merged schools which were originally established between 1890 and 1930. In 1999 the children of St Joseph parish in Spring City joined the Holy Family School community, and in 2015 Holy Family embraced many students from Saint Basil the Great parish as their school closed. Enrollment for the current school year is 452 students for Preschool through eighth grade. The mission of our faculty and staff is to foster a cooperative support network that bridges home, school, and our four parish communities, allowing our students to excel in all areas of their lives: academic, physical and social well-being, service, and faith.

role as members of a parish community.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Holy Family School believes meaningful education occurs when students participate in the learning process through a rigorous practice of inquiry, critical thinking, creativity, productive communication, and collaboration with peers. The Archdiocese of Philadelphia (AOP) uses the Common Core State Standards (CCSS) to provide the curriculum for all grade levels to meet this framework.

Reading/ELA – Holy Family School’s curriculum integrates reading, writing, listening, and speaking. Building on a foundation of phonemic awareness, students are introduced to various literary genres to reason and communicate effectively and to develop vocabulary and other skills. Students are encouraged to apply (rules of grammar), analyze (infer and draw conclusions), evaluate (self and peer editing), and create (written or oral responses). Students apply their reading skills to cross-curricular assignments and projects strengthening their writing, research, and oral presentation skills. Major techniques of instruction in all grades include cooperative learning, peer and self-evaluation, literature circles, and technology.

Teacher and reading specialists use DIBELS and other tools to monitor the progress of all students. Teachers differentiate instruction, resource teachers work with students individually and in small groups, and reading specialists, from both Holy Family and the Chester County Intermediate Unit (CCIU), work with students who need extra support. A limited number of children are also supported by a Title I specialist. Students also participate in enrichment activities including essay contests and spelling bees.

Mathematics- The Mathematics curriculum allows for self-discovery and authentic instruction to drive students from basic knowledge to actual application, synthesis, and evaluation. The curriculum includes operations and algebraic thinking, number and operations in base ten, numbers and operations-fractions, measurement and data, and geometry. The Algebra I curriculum has been expanded to students outside the honors program. Students are taught collaboration, creativity, and critical thinking skills, to reason and communicate mathematically, and to use concrete and technological aids in developing mathematical reasoning. Classrooms are equipped with math manipulatives and interactive boards to accommodate a hands-on experience, and iPads, graphing calculators, and various websites are also used to enhance learning.

Holy Family School utilizes TerraNova results, teacher observations, and classroom performance to identify students with special needs. All teachers use differentiated instruction to make reasonable accommodations in the classroom. Students in grades 4-8 are placed in classes based on their abilities, and gifted students who meet a predetermined set of criteria established by the AOP are recommended for Honors Math.

Science- The science curriculum encompasses a variety of topics including earth, life, space, and physical sciences. Students develop foundational science skills such as observing, predicting, inferring, modeling, interpreting data, and analyzing results. Use of the science lab allows students to work individually and in cooperative groups. Learning is accomplished through inquiry-based lessons and hands-on activities. Students are engaged as young scientists as they observe, ask questions, collect data, form hypotheses, and communicate findings. The annual science fair allows students to see science in action while working through the steps of the scientific method. Technology is integrated throughout all facets of the curriculum. The Science Explorers enrichment program is offered as an extension of the science curriculum.

Social Studies- History and geography form the core of the social studies curriculum. Students broaden their understanding, appreciation, and critical analysis of cultural, political, and economic diversity. Multiple teaching strategies and various assessment tools are used to gauge student progress. Using technology, projects, and hands-on learning, students develop civic competency and other 21st Century skills. Students in various grades participate in hands-on learning experiences to broaden their awareness of historical events. Many field trips have a historical basis giving students exposure to the rich local history.

Pre-School (3-4 year old students) Holy Family School’s Pre-Kindergarten is committed to the spiritual,

intellectual, social, emotional, and physical development of each child. The curriculum follows the AOP in conjunction with the Pennsylvania State Standards. The Pre-K curriculum provides a strong foundation for Kindergarten and focuses on hands-on, group, and personal learning activities that develop listening and language readiness skills in reading, math, science, and social studies.

Students are exposed to a variety of learning opportunities: pre-writing, reading, sequencing, patterns, making predictions, observations, and community and religious topics. The program incorporates technology, physical education, library, and music on a weekly basis.

2. Other Curriculum Areas:

Holy Family School exposes students to enriching and diverse learning opportunities in several interdisciplinary areas. These subjects reinforce learning in the core areas and capture the natural curiosity and imagination of the students.

Art and Music are each offered weekly to kindergarten through 8th grade, with preschool also experiencing the music program. Through the music program, students gain an understanding of music and rhythm and the mathematical patterns involved, an understanding of music history, and an awareness of the cultural role of music. Students are led to a deeper appreciation of multi-cultural music and music fundamentals, and are continuously exposed to liturgical music. In art class, students are introduced to famous artists and art history while developing their own creative art skills. They learn about symmetry and perspective, illusions and illustrations, book and program covers, while improving their confidence in their artistic ability and their creativity. The Fine Arts curriculum encompasses a myriad of ways in which students may express themselves as a school community, including the Art Show, Christmas Pageant, Talent Show, and Spring Musical. Further development of musical interests and abilities is encouraged through the extra-curricular offering of band (grades 3-8 weekly), choir, and dramatic activities (grades 6-8).

Physical Education is offered once per week to preschool through 8th grade. The physical education teacher discusses the importance of physical fitness as appropriate in each grade, along with the value of competition and good sportsmanship. Students' fine and gross motor skills are strengthened through developmentally appropriate activities while they learn to apply rules and skills across many sports. Educational and health related information is provided to the students by nurses as need and by the teachers through the science curriculum and informal class meetings. All students participate in the Presidential Physical Fitness program and the fifth grade students partake in the Drug and Alcohol Resistance Program. The extra-curricular sports program offers a wide variety of opportunities for students.

Holy Family School is in compliance with the program's foreign language requirements. Spanish is offered weekly at Holy Family School in kindergarten through 8th grade. Key curriculum components include learning about Spanish holidays, traditions, and practices to build cultural awareness, building Spanish grammar and sentence structure in order to communication through receptive and expressive language, and enhancing personal use of the language, including useful vocabulary, phrases, sentences, and conversations." Rosetta Stone" is used in grades 5-8 as an enrichment supplement to enhance their high school preparedness.

Technology is integrated from kindergarten through 8th grade. All classrooms are equipped with a Smartboard, students in grades 5-8 are part of a 1:1 iPad learning program, and a set of classroom iPads is available for use in other grades. Formal technology classes are offered weekly from PreK to grade eight to introduce applications that enhance learning, increase productivity, and are used in classroom instruction. An elective program allows 7th and 8th grade students to demonstrate their writing, communication, and technology skills through an online news program they develop. The library is an extension of the classroom where research, reading, and writing skills are strengthened. The librarian teaches library skills once per week to grades kindergarten through 6th grade and develops early literacy skills by reading to the PreK students. Scholastic book fairs are held to reinforce a love of reading to all.

Religion is offered at Holy Family School for Pre-School through 8th grade in accordance with AOP guidelines. HFS strives to instill in students the values and ethics rooted in the Gospel message, affirming

the dignity of each person and promoting intellectual growth rooted in faith. Students are encouraged to develop a personal relationship with God that calls them to action. The curriculum includes Independent reading, discussions of relevant social justice topics, and writing activities that promote critical thinking. Teachers and students make use of appropriate websites and iPad apps, Bibles, periodicals, and materials related to Catholic beliefs, scripture, social justice and Catholic Tradition. The second and sixth grade curriculums include preparation for receipt of sacraments. All students are encouraged to take leadership roles in liturgies and prayer services, as prayer buddies, and in developing and executing service projects. The Catholic faith is what makes Holy Family School the Christ-centered community it is.

3. Instructional Methods and Interventions:

Holy Family School believes effective instruction requires ongoing assessment of student performance, a variety of teaching methods to meet student needs, and incorporation of technology to teach 21st century skills. Holy Family School utilizes the results of the TerraNova standardized test, teacher observations, and classroom performance both independently and in groups to identify students' needs. All teachers use differentiated instruction to accommodate the variety of learners in their classroom. Use of differentiating instruction techniques often allow students to choose projects or assignments within the objectives of the lesson, thus enhancing their engagement and chance of success. Major techniques of instruction in all grades include direct small and large group instruction, flexible grouping, cooperative and discovery learning, peer and self-evaluation, literature circles, technology, modeling, conferencing, tiered assessments, and independent practice. Enrichment opportunities are offered to math students in grades 4-8 via a separate pull-out program.

Students appearing to have special needs that cannot be accommodated by the differentiated instruction and flexible grouping in place are referred to the Student Support Team. This team comprised of the guidance counselor, reading specialist, a trained classroom teacher, and the principal, meets weekly to review input from teachers regarding any student identified as unsuccessful in any classroom. They assess progress and provide resources and strategies for improvement with the goal of aiding the classroom teacher in providing a targeted instructional approach for the students with learning differences or behavioral difficulties. If necessary, the team meets with the teachers and parents to formalize the plan or to determine if a formal evaluation is required.

Students identified in this process may require behavioral modification plans, visual cues, one-on-one instruction, oral testing, or assignments separated into parts, as examples. Additionally, HFS uses a fulltime reading specialist, part-time resource teachers, and specialists from the CCIU to provide reading, speech, math, and behavioral support to struggling students. If a student has an Individualized Education Plan, the staff works individually with that student as necessary.

Technology is used to enhance instruction for all learners. Student in 5th through 8th grade have their own school-issued iPad. Each classroom is equipped with a Smartboard, so teachers utilize web-based and iPad resources to enhance learning, such as Kahn Academy, Discovery Education, and Google Apps for Learning. To support student driven education, teachers encourage students to use iMovie, Google Classroom, Keynote, and Edmodo. This technology helps students to actively engage in their learning.

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

As stated previously, Holy Family School believes effective instruction requires ongoing assessment of student performance. Teachers and staff use both formative and summative assessments to help identify and recognize students' areas of strengths and weaknesses, on a classroom, grade and school wide level. For preschool and kindergarten, informal assessment is continually ongoing using anecdotal notes and teacher observations. Formal assessment in kindergarten involves using Benchmark tests throughout the year to assess growth in reading skills. DIBELS testing is done three times a year in Kindergarten and First Grade. In grades one through eight, TerraNova tests, teacher observation, written assignments, individual and group projects as well as oral presentations are used along with rubrics, and performance assessments.

Classroom teachers use these varied assessments to determine whether changes in teaching strategies, re-

teaching, or movement in flexible groupings are needed. The expansion of the Algebra I curriculum outside the honors program to students who are ready for the challenge was a result of analyzing standardized test scores on an individual basis. In fact, the math standardized test scores help the school refine math support and enrichment programs.

The principal looks at the school's overall standardized test scores to determine whether grade level or school-wide changes are necessary. Holy Family students' writing – and their reading standardized test scores – improved as a result of analyzing standardized test scores and subsequently implementing a school-wide program to help students brainstorm and organize written responses. This year, as a result of analyzing last year's standardized test scores, the school's professional development focus is on teaching reading, with the goal of improving student analysis of reading passages.

Since parents are the largest stakeholders, they are apprised of their student's progress in a myriad of ways. My Students Progress, an on-line grading system, affords parents the ability to keep track of their students' daily performance. Additionally, teachers send home marked assessments on a regular basis for student/parent review. Report cards are given each trimester with formal parent conferences offered in the fall and as needed. Annual TerraNova results for each student are distributed to parents for review. The principal provides an explanation of how to interpret TerraNova data both in a Home and School meeting and individually as requested. After the results are received, the school publishes a summary of the Terra Nova results and the academic improvement plan developed as a result on the website.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Holy Family School leadership and staff work cooperatively to create the positive climate that is an important factor in school success. Administration, faculty and staff are committed to the core values of the school as expressed in mission, belief, and philosophy statements. The leadership and staff reinforce an atmosphere of Christ-like respect for all, and remind the students of this daily via the school's aspiration, "Holy Family/Pray for us. Guide us to be Christ's Light/Forever." Catholic faith is integrated into the entire day, beginning with prayers that remind everyone they are part of a community of believers; in fact, each day the school community's prayer intention is for one teacher or one class.

Using class meetings and religion class discussions, teachers challenge their students to practice Christ-like behavior in their social interactions, supporting them with positive role modeling and gentle reminders. When necessary, the guidance counselor offers lessons in social skills or tolerating differences to provide strategies for students who need additional help dealing with a situation. Most importantly, teachers understand that a focus on developing a respectful environment leads to the development of self-respect, self-discipline, and personal responsibility which are necessary to each student's academic success and emotional growth.

Holy Family teachers recognize that engaged students are motivated to learn, so they foster a personal relationship with each student to encourage participation. Small class sizes allow for this relationship to develop, and teachers are able to discover students' strengths, weaknesses, and home lives. Students are encouraged to actively participate through preparing and sharing their ideas and using innovative technology. This expectation of critical thinking is nurtured by the teacher's belief in each student's potential.

Holy Family's faculty consists of many experienced and innovative teachers who act as positive role models by modeling Christian values. Pastors, the principal, and staff members nurture the shared belief that all people, including themselves, are made in God's image and should be respected and valued. Staff members are recognized in prayer intentions and birthday announcements, and through Christmas gifts and the annual Christmas party. The Home and School provides monthly teacher appreciation surprises, in-service luncheons, and a week-long teacher appreciation celebration. Leadership qualities are recognized through the roles they hold as curriculum coordinators, mentors, principal substitutes, and decision makers. Formal evaluations offer specific documentation of the value each brings to the school community.

2. Engaging Families and Community:

Holy Family's motto shows an understanding that a partnership with families is vital to the success of the school. The school recognizes communication is necessary to maintain a strong partnership. Holy Family uses its webpage, Facebook page, mass email and phone call system, and parish bulletins to keep families informed of school news. A student generated news program highlighting school success stories is posted to the webpage. For student specific information, the online grading system allows parents to monitor student progress, teacher webpages help parents keep students on track with assignments, and teachers are available either through email or in person to discuss plans for improving student performance.

Holy Family offers services to make school families' lives easier: homework club, extended care before and after school, uniform exchange, and divorce support groups are a few that keep students safe and focused on learning, not basic needs.

Holy Family invites community members to school celebrations to see students as lectors, cantors, singers, actors, and instrumentalists. Students become active community members at a very young age as they participate in programs offered by the Phoenixville Police and Fire Departments (D.A.R.E. - Drug and Alcohol Resistance Education program and fire safety), the Kiwanis (essay contest), the Knights of Columbus (poster contest), the Rotary Club (spelling bee), and MathCounts. Additionally, students engage

in community outreach while visiting the Senior Center to sing or play bingo, making breakfast bags for the local food bank, and praying for local breast cancer victims.

At Holy Family, students see adults assisting teachers as mystery readers, classroom scientists, career day speakers, science fair judges, and field day volunteers. The school has a vibrant Home and School organization which helps build community by offering students opportunities to gather outside of school during Fall and Christmas Family events, Family Ice Skating, an International Festival, and Father/Daughter and Mother/Son events. New families are paired with existing Home and School families to immediately link them to the school community.

Various companies and two scholarship distribution organizations support Holy Family through the Education Improvement Tax Credit (EITC) program, contributing thousands of dollars to the scholarship program and allowing many students to remain in school. The school is also supported through a strong Annual Appeal campaign that includes donations from parents, grandparents, past parents, parishioners, area business leaders, and the Knight of Columbus, funding science lab purchases, iPad initiatives, and other technology and building improvements.

3. Professional Development:

Holy Family School believes classrooms led by teachers who are striving for continuous improvement are necessary for a quality Catholic education; therefore, the school provides opportunities for professional development by working closely with the CCIU and the AOP Office of Catholic Education. Together they determine the most relevant workshops and opportunities for professional growth based on the needs of the student population and current educational trends. In addition, the principal disseminates timely information concerning opportunities that are offered outside of the CCIU or programs that are offered off-site. The faculty is encouraged to attend any professional development that would be beneficial and relevant for curriculum planning.

The faculty's role in professional development is to attend professional staff development workshops and obtain new and innovative teaching strategies, ideas and activities that can be utilized in the classroom and shared with other faculty in order to promote and implement change in the school. Teachers who learn about staff development ideas that would be beneficial to all propose topics for faculty-wide instruction. Teachers share best practice ideas with each other to improve instruction. Curriculum coordinators offer suggestions for in-services proposed by publishers offering new instructional materials. In accordance with state and AOP requirements, professional development serves the additional purpose of satisfying certification requirements.

Holy Family School offers financial support for workshops, conferences, and graduate level classes to encourage life-long learning. The CCIU also offers tuition reimbursement for classes and workshops at local universities or other organizations.

Holy Family's faculty and administration have attended professional development on topics ranging from Differentiated Instruction, Understanding by Design, Autism, and ADHD Inattentive. These sessions assisted teachers in designing instruction for the many diverse learners at the school and the principal in planning for classroom needs.

The staff have recently received professional development in Highly Effective Writing, Reading and the Brain, and Close Reading as a result of the school's focus on improving the reading and writing programs. Each of these allowed teachers to make changes in their reading and writing instruction that have had a direct impact on the student's classroom performance and standardized test scores.

Teachers are also encouraged, through the CCIU or other organizations, to pursue individual courses of study such as Brain Breaks (to focus young learners) and a multi-sensory approach to language instruction (Wilson method), both of which have had an impact on behavioral and learning issues seen in the early elementary classrooms.

4. School Leadership:

At Holy Family School, there is a shared commitment to and an effective working relationship among the pastors, principal, finance committee, faculty, support staff, and parents to carry out the mission of the school. The four pastors are responsible for insuring the religious formation of the students and supervision of the principal. The principal is accountable for the day to day operation of the school, including the supervision of students, employees and curriculum, and the management of the facility, marketing, development, and financial efforts. The business manager creates and the school finance committee reviews the school budget and fiscal operations to ensure the continued financial health of the school. The faculty and staff implement the policies, procedures, and curriculum. Parents partner with staff to ensure student success both by volunteering at school events and by supporting their children at home.

Holy Family School's principal is readily accessible and visible in the school and demonstrates genuine interest and concern for all facets of student life. Staff and students feel and share the sense of community that permeates the school to the point that visitors comment on the positive learning environment they witness. The school ensures that prayer is an integral part of school life as morning prayer keeps special intentions in mind, often relieving students of burdens they carry silently, and afternoon prayer, led by students, focuses on asking forgiveness for the day's wrongs so the learning environment starts fresh the next day.

All parties work together to sustain a safe, prayerful and spiritually-rooted, faith-based, academically challenging and well-rounded educational program. All are sincerely committed to the personal, spiritual and academic development and well-being of the students on all grade levels. Increased financial stability, a direct result of an effective leadership team, has allowed the school to invest in items that impact students directly, such as the expanding 1:1 iPad technology program and various building security enhancements and improvements.

The faculty has taken on leadership positions in a way that is representative of grade levels and professional experience. The principal and teachers work cooperatively in offering a school presence at various school organizations and activities. Although the principal attends many functions, at least one faculty member is present at on and off site school-sponsored activities, showing the distributed leadership in use at the school. Teachers also take on leadership roles to pilot academic programs to improve academic success.

PART VI * INDICATORS OF ACADEMIC SUCESS

Proud of the history and grateful for God's presence, the current Holy Family School faculty and staff continue the mission entrusted to them, summarized in the motto: Christ Centered...Student Focused... Family Driven. Notice that it says "student" focused, not "students" – it's singular not plural. The focus is on each student as an individual. It is that focus on each student as an individual learner which has been the most influential practice in Holy Family's success.

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? \$4595
(School budget divided by enrollment)

4. What is the average financial aid per student? \$1184

5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 26%

6. What percentage of the student body receives scholarship assistance, including tuition reduction? 90%

PART VIII - ASSESSMENT RESULTS FOR NORM-REFERENCED TESTS

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>TerraNova 3 Common Core</u>
Grade: <u>3</u>	Edition/Publication Year: <u>2010</u>
Publisher: <u>CTB McGraw-Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	84
Number of students tested	44
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: Disaggregated test data for subgroups was not provided because there were less than 10 students in each grade in the designated subgroups.

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>TerraNova 3 Common Core</u>
Grade: <u>4</u>	Edition/Publication Year: <u>2010</u>
Publisher: <u>CTB McGraw-Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	87
Number of students tested	43
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: Disaggregated test data for subgroups was not provided because there were less than 10 students in each grade in the designated subgroups.

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>TerraNova 3 Common Core</u>
Grade: <u>5</u>	Edition/Publication Year: <u>2010</u>
Publisher: <u>CTB McGraw-Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	88
Number of students tested	34
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: Disaggregated test data for subgroups was not provided because there were less than 10 students in each grade in the designated subgroups.

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>TerraNova 3 Common Core</u>
Grade: <u>6</u>	Edition/Publication Year: <u>2010</u>
Publisher: <u>CTB McGraw-Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	87
Number of students tested	47
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: Disaggregated test data for subgroups was not provided because there were less than 10 students in each grade in the designated subgroups.

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>TerraNova 3 Common Core</u>
Grade: <u>7</u>	Edition/Publication Year: <u>2010</u>
Publisher: <u>CTB McGraw-Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	88
Number of students tested	32
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: Disaggregated test data for subgroups was not provided because there were less than 10 students in each grade in the designated subgroups.

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>TerraNova 3 Common Core</u>
Grade: <u>8</u>	Edition/Publication Year: <u>2010</u>
Publisher: <u>CTB McGraw-Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	91
Number of students tested	31
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: Disaggregated test data for subgroups was not provided because there were less than 10 students in each grade in the designated subgroups.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>TerraNova 3 Common Core</u>
Grade: <u>3</u>	Edition/Publication Year: <u>2010</u>
Publisher: <u>CTB McGraw-Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	83
Number of students tested	44
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: Disaggregated test data for subgroups was not provided because there were less than 10 students in each grade in the designated subgroups.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>TerraNova 3 Common Core</u>
Grade: <u>4</u>	Edition/Publication Year: <u>2010</u>
Publisher: <u>CTB McGraw-Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	82
Number of students tested	43
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: Disaggregated test data for subgroups was not provided because there were less than 10 students in each grade in the designated subgroups.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>TerraNova 3 Common Core</u>
Grade: <u>5</u>	Edition/Publication Year: <u>2010</u>
Publisher: <u>CTB McGraw-Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	82
Number of students tested	34
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: Disaggregated test data for subgroups was not provided because there were less than 10 students in each grade in the designated subgroups.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>TerraNova 3 Common Core</u>
Grade: <u>6</u>	Edition/Publication Year: <u>2010</u>
Publisher: <u>CTB McGraw-Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	84
Number of students tested	46
Percent of total students tested	98
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: One student was absent during the duration of the testing window and was not able to complete the test before it had to be submitted for scoring.
 Disaggregated test data for subgroups was not provided because there were less than 10 students in each grade in the designated subgroups.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>TerraNova 3 Common Core</u>
Grade: <u>7</u>	Edition/Publication Year: <u>2010</u>
Publisher: <u>CTB McGraw-Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	84
Number of students tested	32
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: Disaggregated test data for subgroups was not provided because there were less than 10 students in each grade in the designated subgroups.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>TerraNova 3 Common Core</u>
Grade: <u>8</u>	Edition/Publication Year: <u>2010</u>
Publisher: <u>CTB McGraw-Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	90
Number of students tested	31
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: Disaggregated test data for subgroups was not provided because there were less than 10 students in each grade in the designated subgroups.