



## **PART I - ELIGIBILITY CERTIFICATION**

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

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made Adequate Yearly Progress (AYP) or its equivalent each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP 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 and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.
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**

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All data are the most recent year available.

### **DISTRICT**

Questions 1 and 2 are for Public Schools only.

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### **SCHOOL (To be completed by all schools)**

3. Category that best describes the area where the school is located: Suburban

4. Number of years the principal has been in her/his position at this school: 3

5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

<b>Grade</b>	<b># of Males</b>	<b># of Females</b>	<b>Grade Total</b>
<b>PreK</b>	17	12	29
<b>K</b>	24	16	40
<b>1</b>	12	16	28
<b>2</b>	13	17	30
<b>3</b>	13	19	32
<b>4</b>	15	24	39
<b>5</b>	10	17	27
<b>6</b>	13	19	32
<b>7</b>	20	13	33
<b>8</b>	23	17	40
<b>9</b>	0	0	0
<b>10</b>	0	0	0
<b>11</b>	0	0	0
<b>12</b>	0	0	0
<b>Total in Applying School:</b>			<b>330</b>

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
1 % Asian  
1 % Black or African American  
0 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
97 % White  
1 % Two or more races  
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2011-2012 school year: 3%

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

Step	Description	Value
(1)	Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year.	5
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	3
(3)	Total of all transferred students [sum of rows (1) and (2)].	8
(4)	Total number of students in the school as of October 1, 2011	267
(5)	Total transferred students in row (3) divided by total students in row (4).	0.03
(6)	Amount in row (5) multiplied by 100.	3

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

Total number of ELL students in the school: 2

Number of non-English languages represented: 1

Specify non-English languages:

Vietnamese is the native language of our two ELL students. They both speak and understand English but do struggle with idioms and non-literal interpretation of words and phrases.

9. Percent of students eligible for free/reduced-priced meals: 2%  
 Total number of students who qualify: 6

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

10. Percent of students receiving special education services: 5%  
 Total number of students served: 16

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

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>3</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>12</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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

	<u><b>Full-Time</b></u>	<u><b>Part-Time</b></u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>20</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>4</u>	<u>3</u>
Paraprofessionals	<u>0</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>4</u>	<u>1</u>
Total number	<u>29</u>	<u>4</u>

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

17:1

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

	<b>2011-2012</b>	<b>2010-2011</b>	<b>2009-2010</b>	<b>2008-2009</b>	<b>2007-2008</b>
Daily student attendance	96%	96%	95%	97%	95%
High school graduation rate	0%	0%	0%	0%	0%

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

Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

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

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

No

Yes

If yes, what was the year of the award?

## PART III - SUMMARY

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St. Patrick Catholic School was established in 1955 under the vision and leadership of the Sisters of St. Joseph. Today, St. Patrick's continues a 57-year-long tradition of Catholic values, scholastic excellence and service as students are prepared for the challenge of life-long learning and leadership. Our goal is to provide them with skills that will help them be creative and collaborative citizens for the 21st Century as well as strong Catholic men and women.

St. Patrick Catholic School is fully accredited by the Middle States Association and is a member of the National Catholic Educational Association (NCEA).

The school's mission promotes a warm and friendly atmosphere made up of predominately Catholic students. However, students of various religious affiliations, cultural traditions and socioeconomic levels are welcomed and enrolled. The faculty and staff are dedicated to the mission of Catholic education through continued professional development. Our goal as Catholic educators is to promote the Gospel message of Jesus Christ that fosters compassion, service, and concern for others. We are committed to providing challenges within a nurturing environment where self-discipline, self-esteem, personal responsibility and Christian leadership are evident. Our anti-bullying initiative is based on the book, *How Full is Your Bucket*, written by Tom Rath and Mary Rehmeyer. Through this program, students learn life skills to develop their own self-awareness and responsibility to others. We believe that students should be encouraged to actively participate in service projects. We provide several opportunities throughout the year for students to share their time and talents with members of our community. Our volunteer projects include Operation Kids Care, our parish outreach programs, and supporting our troops and military families. Students build a sense of responsibility to others through these efforts. This awareness of others seeks to instill mutual respect and accountability in our students.

Our middle school students have embarked upon a new community model using the "House" or school within a school design. Our five "Houses" have been named after saints: Neumann, Drexel, Cabrini, Kolbe, and Seton. Houses meet once a week for one class period and accomplish many tasks. They alternate between having speakers, completing a service project, competing in challenge activities or discussing current topics such as bullying, manners, or sportsmanship. Middle school students can log all of their service, academic and co-curricular activities on a web-based site called Youtopia. ([www.youtopia.com](http://www.youtopia.com)) This site will help them build their on-line resume and will be presented for high school acceptance and scholarship eligibility.

Opportunities to participate in advanced classes of Algebra and Spanish I are present and qualified students are eligible to take the high school test for these subjects. Students will advance to the next level in high school if they receive a satisfactory grade. A one-to-one Bring Your Own Device Program is being used in grades 7 and 8, allowing for technology integration throughout the curriculum. Meanwhile, grades PreK through grade six have the use of three computer labs as well as two portable tablet carts and one netbook cart. Having technology easily accessible allows teachers and students to extend and augment learning.

The core curriculum consists of instruction in religion, mathematics, English language arts, reading, Spanish, science, social studies, and a computer technology program. Opportunities for growth are available through physical education, art, library, and music. Students participate in classroom music classes and have the opportunity to take instrumental lessons and be a member of the school band. Being a member of the choir and advanced choir is also available. For supplemental educational enrichment, St. Patrick School participates in MathCounts, Reading Olympics, and Forensics competitions. Parents may also choose to enroll their child in extra art and science activities after school for an additional fee.

Academic experiences are expanded through integrating technology within the curriculum, guest speakers, field trips, and utilizing community resources.

The implementation of the Common Core State Standards promotes the development of higher-level thinking skills and creative problem solving. Different learning styles are addressed through the use of a wide variety of instructional materials. The Chester County Intermediate Unit provides support staff in math, speech, reading and guidance in order to assist our students and help meet their learning needs. This year we have also hired a part-time resource person for grades K-4.

Education excellence, faith formation, and personal commitment characterize our St. Patrick Catholic School community. It is this tradition that we strive to pass on to our students who will be the leaders in the 21st century.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

At St. Patrick Catholic School, all students in kindergarten through grade seven participate in the Terra Nova Standardized Test program. This school year, 2012- 2013, we will participate in taking the Terra Nova Common Core test. In the 2009-2010 school year, the test was moved from the fall to the spring. In the years 2010-2011 and 2011-2012, the Office for Catholic Education of the Archdiocese of Philadelphia provided a summary report of testing results for all Archdiocesan elementary schools. Percentile totals for each curriculum area tested were reported. The data presented compared St. Patrick scores to the Chester County Catholic school scores. The use of this data helped create reporting information for our parents as well as perspective families and St. Patrick parishioners. We did not use data from the other four counties of the Archdiocese because our demographics and socio-economic status vary greatly with these other counties. Teachers meet to examine the test results for trends in their grade/subject levels. Strengths and weaknesses are identified to support curriculum success and access instructional needs. This data analysis is then used to enrich and enhance our school-wide learning plan used by teachers in their instructional planning for the year. This data also helps to form the differentiated grouping that teachers use to meet the individual needs of all students.

The results of the 2011-2012 testing year indicate that students at St. Patrick Catholic School generally scored the same or higher than the other Chester County Catholic schools' averages. It also noted that St. Patrick students' scores in reading and language tend to be a few points lower than their score in mathematics. Administration and teachers discussed these findings at the August faculty meeting. This meeting lead to discussions about increasing the number of writing pieces our students produce as well as challenging students to deeper and higher level thinking. The implementation of the Common Core State Standards in Math and English Language Arts (ELA) last year has provided a framework and structure to integrate writing across the curriculum areas. Teachers are requiring writing assignments in religion, social studies, and science as well as in the ELA classes. Focusing on the use of the leveled readers within the Scotts Foresman *Reading Street* program, 2008, for grades kindergarten through sixth grade will enhance comprehension and meet the needs of various learning levels within the classrooms. The new science program, *Lab Learner*, requires writing in the student log book for experiments in all grades. Questions are open-ended and require short answer and essay responses.

To improve mathematics computation and the fluency skills of our students school-wide, two supplemental programs have been implemented. *Simple Solutions* is a math maintenance program that bolsters basic skills and curriculum concepts through daily worksheets and weekly quizzes. *First in Math* is an online math program that helps students improve fluency in basic facts, increased number facts, increased number sense, and increased critical thinking skills. The combination of these programs has improved the performance of our students in the classroom and on standardized tests, as well as high school entrance and scholarship exams. Our 6th grade advanced math class has consistently been ranked in the top five in the state of PA in *First in Math* for this academic school year. Strengthening our math and ELA programs will continue to be a priority for St. Patrick School as we move forward with the implementation of the Common Core State Standards in math, ELA, and science. Social Studies will be adopted in the future.

### 2. Using Assessment Results:

At St. Patrick Catholic School, the scores from the *Terra Nova* testing contribute to the data-driven decision making that takes place as we develop and implement our strategic plan in the area of student improvement and success. Information gathered from the testing is used to direct instruction and guide curriculum and textbooks series decisions. Testing information is organized and placed into *Terra Nova* class profiles; these are working portfolios for each class. At the beginning of each school year, testing

results from the previous year are reviewed by teachers to provide insight for individual grade level strengths and weaknesses. Teachers then create a comprehensive class learning plan that highlights opportunities for growth and provides the basis for flexible group instruction within the classroom.

Standardized testing is not the only assessment tool that drives decision making or student success. Formative and summative assessment results from classroom teachers are an integral part of data collection. Tests, quizzes, projects, writing pieces, technology tools, public speaking, group work, and other authentic assessments provide further information to gain a complete picture of each student. Using this classroom data, along with the standardized scores, provides the means to make informed decisions about curriculum and instructional needs. These assessments, along with standardized testing, motivate the setting of goals for the entire school.

Gaining proficiency in all areas is an important goal for all the students at St. Patrick School. Data provided from the *Terra Nova* testing gives a clear picture of the number of students who are advanced or proficient in each of the curriculum areas.

*Terra Nova* results are shared at one of the four Home and School meetings scheduled throughout the year. A marketing flyer also lists the *Terra Nova* scores for St. Patrick School and compares our scores to local Catholic schools in the Chester County area. Testing results for the Chester County Catholic schools were compiled by the Office of Catholic Education for the Archdiocese of Philadelphia. Individual school scores were not shared, but average county scores were available for comparison. St. Patrick's *Terra Nova* scores were also shared via poster board presentations at the entryway of the school and parish church.

Cross-curricular planning between the grades as well as subject areas has given St. Patrick School many opportunities to address students' multiple intelligences and a variety of learning styles across the student population.

### **3. Sharing Lessons Learned:**

St. Patrick Catholic School is fortunate to be a school within the Archdiocese of Philadelphia. Being a school member of this group affords us many opportunities to share and collaborate with other professional teachers and administrators. Technology tools such as Twitter, Skype, blogs, wikis, e-mail, and our long-distance learning program have increased the efficiency and frequency of working with other teachers.

During the 2009-2010 school year, four teachers and the principal participated in *Powerful Learning Practices: Professional Development for 21st Century Educators*. Through these learning communities, we were immersed into environments and practices that allowed us to virtually meet educators from around the world as well as from within our own Archdiocese. Successful learning strategies were planned and designed to help improve student learning within our school. This school year, all classroom teachers are participating in Powerful Learning Practices through ten webinars. We are connecting with over 4000 educators through the Powerful Learning Practices Community Hub as well as contributing during the webinars.

The Archdiocese and The Chester County Intermediate Unit also plan a number of in-services that allow for the sharing of ideas, successes and challenges, and strategies that will positively impact learning and advancement throughout our school. Some topics include: Smart board integration with the classroom, the implementation of the Common Core State Standards in the areas of math and English Language Arts (ELA), Understanding by Design and Anti-Bullying programs and initiatives.

Principals gather for district meetings six times a year. This allows school leaders in specific geographic regions to discuss local successes as well as to offer support and assistance to one another.

The principal has presented workshops on technology integration into the Religion curriculum to Archdiocesan teachers and Directors of Religious Education. Teachers who participated in Powerful Learning Practices presented a culminating project to local teams within the cohort.

#### **4. Engaging Families and Communities:**

St. Patrick Catholic School enjoys a strong connection between our family, our parish and our community members. These connections with our stakeholders greatly impact the learning environment within our school. Our most effective strategies for building relationships within the community and parish are through the Operation Kids Care, Mission Day, and Parish Outreach programs. These experiences allow our children to meet and work with children who are blind, learning challenged, physically handicapped and financially less fortunate than they are.

St. Patrick students have become friends with older parishioners who are not able to leave their homes or facilities. Sixth graders write to and visit Chester County Nursing Home residents throughout the school year. Seventh and eighth grade students write to and visit older members of the St. Patrick Parish. They bring baked goods, sing Christmas carols and listen to stories during their visits to the parishioners' homes. Some classes have also assisted in yard work and clean-up during the fall and spring seasons.

St. Patrick Catholic School also helps support Amigo de Jesus, a home for impoverished children in Honduras. All proceeds raised through our Mission Day carnival are sent directly to Amigo de Jesus. This past fall, five boys from Amigo spent a day with St. Patrick students. They answered questions about living in Honduras, ate lunch, taught soccer moves and strategies and helped our students practice their Spanish.

St. Patrick Catholic School students compete in local and Archdiocesan contests. Some events we have participated in are: the Knights of Columbus Christmas essay and poster contest, the Malvern Patriotic Memorial Day essay contest, Spelling Bee, Daughters of the American Revolution essay contest, the Malvern Victorian Christmas events, as well as Archdiocesan Neumann Scholarship and Legion of Mary essay and art contests.

The school is able to invite local community speakers to share their expertise in many areas. The United States Marine Corps sent three Marines to teach respect for the flag and proper flag folding etiquette. Doctors and members from the medical field inform our students about cancer and heart conditions. Members of the Legion of Mary speak about Mary and how to pray the rosary. A former school parent presents respect life issues to the eighth grade while kindergarten parents take turns performing science experiments for the classes.

School parents who have backgrounds in nursing, engineering, and the sciences co-teach with lower grade teachers in the science lab. Parents also volunteer to coach sports teams as well as lead Daisy, Brownie, Girl Scout and Boy Scout troops. Parents also help coach the Forensics club, Reading Olympics and Math Counts.

Continual updating of the school website, weekly newsletter, Principal Blog, and school Facebook page keep our families and parish up to date on what is happening within the school community.

# PART V - CURRICULUM AND INSTRUCTION

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## 1. Curriculum:

The curriculum at St. Patrick Catholic School prepares students for academic success. Presently, St. Patrick follows the curriculum guidelines established by the Archdiocese of Philadelphia. During the 2011-2012 school year we implemented the Common Core State Standards (CCSS) for English Language Arts and math. We have adapted the Lab Learner program for our science and this curriculum is based on the new Common Core State Standards for science. Next year we will adopt the CCSS for social studies. These new standards will continue to create a challenging and rigorous academic program for our students as well as to prepare students to become college and career ready.

**Religion** is a core subject taught in each grade. Instruction focuses on these major themes: gospel teachings of Jesus Christ, worship, sacraments, prayer, and the history of our rich Catholic heritage and traditions. Faith formation is a constant goal that is taught not just in religion class but across the curriculum.

**English Language Arts (ELA)** is thoroughly integrated across the curriculum. Students are encouraged to become critical thinkers and develop a life-long love of reading and writing. To meet all the standards in the CCSS for ELA, students must show progress and eventually mastery in the areas of reading, writing, speaking and listening, and language.

The **Mathematics** curriculum moves from basic number understanding and operations through the challenging courses offered in seventh and eighth grades. The curriculum includes number operations, computation, measurement systems, estimation, mental math, geometry, data analysis, probability and algebra, which develops thinking and reasoning skills.

The **Science** curriculum provides a variety of challenging experiences for students, exposing them to various aspects of earth, space, life, and physical science throughout the grades. The *Lab Learner* program provides students the opportunity to use the science lab at least once a week. This hands-on experience allows students the opportunity to see science in action. Students are introduced to and practice questioning, forming a hypotheses, and drawing conclusions through investigative activities.

**Social Studies** classes teach students about communities, cities and cultures past and present. Technology and the use of SMART boards enhance geography and map skills while integrating history with the customs and traditions of people worldwide. This year, the eighth grade is using Twitter to summarize concepts and tweet their answers to the teacher.

**Art** is offered to students in grades 3-8. The art program maintains a developmental approach that fosters a progression of skills incorporating student creativity. The program introduces students to significant artists and explores historical art periods. Classroom teachers and/or parent volunteers provide art experiences for grades K-2. Parent volunteers also plan and direct a student play performance as well as a yearly talent show. Our students participate in the Art Show hosted by Bishop Shanahan High School.

**Physical Education** instruction is given to students in Pre-K through eighth grade, and the curriculum supports the physical, emotional, spiritual, and academic growth of each student. Team building, sportsmanship and rules of play are emphasized throughout the program.

**Technology** is woven into all aspects of the academic program. Students in PreK through seventh grades receive technology instruction in a formal computer class. Eighth grade students use their own devices in all of their subject areas. The formal class supplements the use of technology in the classroom. The computer labs, tablet carts, and student devices are in constant use.

**Foreign Language (Spanish)** is taught to grades Kindergarten through eighth grade. All eighth grade students complete Spanish I requirements and have the opportunity to advance to Spanish II if they successfully pass the Spanish I high school placement test for language. The Spanish curriculum in grades kindergarten to seven combines praying, listening and speaking, vocabulary, basic grammar and songs and games in order to build appreciation and basic skills with the Spanish language. St. Patrick Catholic School is in compliance with the program's foreign language requirements.

**Music** class is taught to grades PreK to eighth grades once a week and includes aesthetic perceptions and the appreciation of the elements of music. Composition, performance and music history are key components of the program. Students can further their musical experiences by choosing to participate in the parish children's choir or take instrumental lessons for an additional fee. The whole student body participates in the Christmas Show which is open to the St. Patrick parish community.

## **2. Reading/English:**

St. Patrick Catholic School's reading program incorporates developmental instruction to help students build reading strategies and skills. The *Pearson/Scott Foresman Reading Street 2008* series was selected for its differentiated instruction in reading comprehension skills, leveled readers, integration of thematic units in science and social studies, and a strong emphasis on the writing process. This series is a tool for us as we implement the Common Core State Standards for English Language Arts because it focuses on the areas of reading, writing, speaking and listening, and language. The on-line component further strengthens our home and school partnership with the use of on-line access to the series' web site.

St. Patrick teachers create a literate environment where children develop a love of reading with the use of authentic text and trade books. Teacher instruction directs the student to cross-curricular application in the content areas of religion, math, science, and social studies. Teacher instruction focuses students in the areas of phonemic awareness, phonics, fluency, comprehension, and vocabulary. Teacher modeling helps students become aware of their thinking while they read. Teachers are also able to develop lessons that provide assistance in instruction, self-guided lessons that maintain grade level learning plans, and opportunities to support students and parents at home.

Teachers look for ways to both enrich the curriculum and provide remedial assistance. Differentiated instruction is the driving force in the reading series and addresses the individual needs of all students. Flexible grouping takes place in primary and intermediate grades enabling students at different levels to experience success.

Kindergarten writing skills are developed through the *Kid Writing* process. Eighth grade buddies assist kindergarten students with writing their thoughts and ideas in their writing journals. First grade students support each other with the use of shared, choral, and buddy reading. First grade also uses the *Daily Five* program that encourages reading and writing. Second grade students publish books with the help of technology while third graders use wikis to summarize a story they have read. Fourth grade uses *Post-Its* to mark sections of a passage where they are unfamiliar with a vocabulary word or have questions for the author. Upper grades complete novel studies, which expand upon reading skills and promote literature appreciation.

The librarian supports the instructional reading needs of the school community. *Scholastic Reading Counts*, a program that offers over 48,000 online quizzes, fosters enthusiasm and a small amount of competition among students. The school library is open during the summer months so students who have completed their summer reading assignments can complete the *Reading Counts* quiz. The *Reading Olympics* program is moderated by the librarian and volunteer parents. Students read books throughout the year and then participate in comprehension competitions against other elementary schools.

## **3. Mathematics:**

St. Patrick Catholic School's mathematics program is perfectly aligned with the Common Core State Standards for mathematics. Two textbook series, the *Sadlier Oxford - Progress in Mathematics* and *Prentice Hall Mathematics*, support a mathematics curriculum that focuses on problem-solving, conceptual understanding with all operations and relations, reasoning and proof, communication, algebraic thinking, measurement, and application to mathematics concepts to everyday situations. These series were selected for their concrete, visual, and symbolic presentations, as well as for their design of differentiated instruction and online resources that support learning at home as well as in school. Other strengths of the programs are the cumulative approach to learning, the integration of math into other curriculum areas and the availability of traditional and performance based assessment opportunities.

St. Patrick's mathematics program also employs a math maintenance program, *Simple Solutions*, that bolsters basic skills and curriculum concepts through daily workbooks and weekly quizzes. A second supplemental program is *First in Math*, an online math program that helps students improve fluency in basic facts, increase number sense, and increase critical thinking skills. The combination of these additional programs and the rigor of the Common Core State Standards curriculum provides enriched mathematic opportunities that develop and empower students to achieve success.

#### **4. Additional Curriculum Area:**

St. Patrick School strives for excellence in all academic and co-curricular areas. By examining our Terra Nova scores as well as surveying parents, teachers, and students about areas of strength and weakness in our overall program, it became evident that science was an area of concern and one that needed immediate attention. Compounding this situation was the lack of a workable, accessible, and fully stocked science lab. During the summer of 2012, we began to address some of these concerns by installing a fully equipped lab and adapting a new science program.

After researching different programs and approaches, we chose *Lab Learner*. This program is based on the Common Core State Standards, uses the spiral approach, and highly emphasizes hands-on engagement. The design of the program assures that essential scientific themes increase in depth of understanding and application throughout the developmental progress of the student.

*Lab Learner* is a 100% hands-on science education program that consists of over 60 CELLS (Core Experience Learning Labs) that are strategically inserted within grades PreK-8. At each grade level, developmental and academic skills are integrated and strengthened. These skills include: mathematics, reading, writing, critical thinking, and fine motor skills. During the hands-on experiments, the program requires that students think critically, problem solve, communicate and collaborate. Students are encouraged to be creative and innovative. These skills reinforce the Common Core goals of helping students prepare for high school as well as to be college and career ready.

We are presently in the third month of implementation and have experienced many successes. Overall, our students are enjoying science and the ability to apply what they are learning in the CELLS. They appreciate that science is not just memorizing facts. The labs allow them to see, touch, and hear what they are learning in the classroom. Throughout the lab process, teachers and students are also employing Common Core math and ELA strategies and knowledge.

Because the labs require that students diagram and explain their answers, many students were initially knocked out of their comfort zones. Students have not been assessed this way in the area of science. We also have found that the skill of following directions is one that we need to improve and work on at the earliest age.

We are excited about this new program because we think it is going to improve students' understanding of science concepts. More importantly though, we hope that the excitement students are feeling will lead them to consider further science study and perhaps careers in the science fields.

## **5. Instructional Methods:**

In order to meet the diverse learning needs of the students at St. Patrick Catholic School, a variety of instructional methods are used. Teachers are encouraged to incorporate active listening and use real-life experiences to help students make connections with their learning and improve student achievement. These teaching techniques include, but are not limited to, whole and small group instruction, cooperative group experiences, questioning, lecturing, guided reading and practice, peer-guided activities and the integration of technology across the curriculum. St. Patrick's encourages hands-on learning through the use of manipulatives, SMART board interaction, learning games and interactive field trips. To further enable and enrich student learning, the school utilizes parent volunteers and the Chester County Intermediate Unit experts for guidance counseling, speech, math and reading. Parents also hire private occupational therapists who come to school and provide services for students.

St. Patrick teachers plan and present lessons that engage visual, auditory, and kinesthetic learners. Visual learning is enhanced by SMART board activities and programs, video presentations and online textbooks. Auditory learning is supported with listening centers, netbook, tablet, and iPad activities, audio books, and song and poem CD's. Students use headphones to focus on listening skills throughout the curriculum. Kinesthetic learning takes place through computer use, SMART board technology, the Lab Learner science program, gym class, and music and art projects.

Technology is integrated across the curriculum and used to support and promote 21st century learners. Students in all grades are provided opportunities to learn computer skills. Projects in curriculum areas are designed to provide choices for a wide use of media and technology. Web 2.0 tools are incorporated into lessons as well as student projects. The use of blogs, Twitter, Skype, and wikis challenge students to share information with others and to push out information and learning beyond the classroom walls. Web 2.0 tools such as *Museum Box*, *Glogster*, *Voicethreads*, Wikis, and Prezis, to name a few, encourage the integration of technology into the content areas.

## **6. Professional Development:**

All teachers at St. Patrick Catholic School are expected and encouraged to be current in their fields and to pursue professional development. The faculty and administration realize the importance of being life-long learners. They also realize that professional development is going to improve student learning and achievement. Currently, St. Patrick School has a number of teachers who have earned or are in the process of earning Master's degrees. St. Patrick Parish shows its commitment to professional development by providing financial assistance for workshops, seminars, conferences and graduate level classes. The Chester County Intermediate Unit also provides tuition reimbursement for classes and workshops. The administration strives to provide opportunities and support for faculty to attend workshops and use peer networking within the school and Archdiocese to enhance student learning.

During the 2012-2013 school year, the faculty will take part in ten Powerful Learning Practices on-line webinars. These webinars and follow-up discussions will cover the following topics: Tools, Talk and Transformation, Action Based Learning, Web 2.0 tools, and Reinventing Project Based Learning. Teachers can log-in as a group or as individuals and there are a variety of times when the webinars are offered to teachers.

The Office of Catholic Education for the Archdiocese of Philadelphia also provides professional development opportunities for teachers and administrators. Day-long seminars on Understanding by Design, 21st century technology skills, Gold Seal Lesson Planning, Professional Learning Communities, Project Based Learning, and Religion...Rigor...Relevance...Relationships...Reflection are a few of the

professional development programs sponsored by the Archdiocese. The Chester County Intermediate Unit also offers a plethora of workshops for teachers and administrators. Topics such as technology, SMART board lessons, science experiments, differentiated instruction, common Core State Standards, and safe school environments are a few of the many sessions offered by the Intermediate Unit.

Teachers and administrators have attended week-long conferences sponsored by the National Catholic Educational Association (NCEA), International Society for Technology in Education (ISTE), the International Reading Association (IRA) and the Association for Supervision and Curriculum Development (ASCD). Teachers and administrators have also presented workshops at faculty meetings, Archdiocesan conferences, Powerful Learning Practices conferences and Chester County Intermediate Unit workshops.

## **7. School Leadership:**

St. Patrick Parish and School have experienced a change in administration over the past two years. Previous leaders had been in place for over twenty years. May 2009 saw the hiring of a new principal while a new pastor was assigned to St. Patrick Parish in May 2010.

The organizational design of St. Patrick Parish and School consists of the pastor and principal. St. Patrick School incorporates a shared leadership approach in order to facilitate student learning and teacher effectiveness. The pastor is the spiritual leader and chief administrator of the school and parish. The principal is the spiritual and academic leader of the school, responsible for all administrative and supervisory tasks as directed by the Archdiocese of Philadelphia Office of Catholic Education. Under this leadership, the faculty is empowered to develop the spiritual, academic, physical, personal, and social-well being of each child in a Christ-centered environment. Faculty meetings are held monthly and provide opportunities for sharing, professional development, and community building.

Positive, cooperative, and supportive relationships among students, teachers, administration and parents are highly encouraged and effectively implemented. The pastor, principal, Home and School Board, School Advisory Board, and Parish Finance committee work collaboratively to provide continued financial responsibility and accountability. They also ensure that academic excellence, mirrored in the image and teachings of Christ, continue to be the cornerstone of a Catholic education at St. Patrick School. Additionally, St. Patrick teachers are called upon to not only have an active faith in God, but to give visible witness to the school community through daily example.

St. Patrick School administration believes that consistent implementation of the Parish Outreach Program and Operation Kids Care will enhance the students' commitment to community service, thereby helping the students to develop social consciences. It is believed that these opportunities will enhance the development of the whole child. Students are recognized and affirmed on a monthly basis before the school community for modeling positive character values. This program promotes a sense of stewardship and responsibility for others.

The pastor and principal are keenly aware of the importance of technology in preparing a student to thrive in today's global society. Efforts to integrate technology into all areas of the curriculum continue to be implemented. This is evidenced by the availability to desktops, tablets, netbooks and SMART boards. Communication with parents and stakeholders is facilitated through the use of a monitored communication system (Option C). An accelerated cyber-math program and Spanish have also been added to the curriculum.

Collaborating with the faculty, Parish Finance committee, Advisory board, the Home and School board, the pastor and principal's leadership ensures a sound future of growth and achievement for St. Patrick Catholic School.

## **PART VI - PRIVATE SCHOOL ADDENDUM**

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1. Private school association: Catholic

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

3. What are the 2012-2013 tuition rates, by grade? (Do not include room, board, or fees.)

<b>K</b>	<b>1st</b>	<b>2nd</b>	<b>3rd</b>	<b>4th</b>	<b>5th</b>
<u>\$3500</u>	<u>\$3200</u>	<u>\$3200</u>	<u>\$3200</u>	<u>\$3200</u>	<u>\$3200</u>
<b>6th</b>	<b>7th</b>	<b>8th</b>	<b>9th</b>	<b>10th</b>	<b>11th</b>
<u>\$3200</u>	<u>\$3200</u>	<u>\$3200</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
<b>12th</b>	<b>Other</b>				
<u>\$0</u>	<u>\$0</u>				

4. What is the educational cost per student? (School budget divided by enrollment) \$5307

5. What is the average financial aid per student? \$1526

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?  
27%

7. What percentage of the student body receives scholarship assistance, including tuition reduction?  
100%

# PART VII - ASSESSMENT RESULTS

## NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: Terra Nova

Edition/Publication Year: 3rd/2009 Publisher: CTB/McGraw Hill Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	85	77	84	84	79
Number of students tested	35	29	38	36	58
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
Disaggregated test data for subgroups was not provided because there were under 10 students at this grade level in the designated subgroups.					

13PV4

## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: Terra Nova

Edition/Publication Year: 3rd/2009 Publisher: CTB/McGraw Hill Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	81	79	76	87	66
Number of students tested	35	29	38	36	58
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
Disaggregated test data for subgroups was not provided because there were under 10 students at this grade level in the designated subgroups.					

13PV4

## NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: Terra Nova

Edition/Publication Year: 3rd/2009 Publisher: CTB/McGraw Hill Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	84	78	76	60	85
Number of students tested	26	32	34	55	37
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
Disaggregated test data for subgroups was not provided because there were under 10 students at this grade level in the designated subgroups.					

13PV4

## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: Terra Nova

Edition/Publication Year: 3rd/2009 Publisher: CTB/McGraw Hill Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	82	75	75	70	90
Number of students tested	26	33	34	55	37
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
Disaggregated test data for subgroups was not provided because there were under 10 students at this grade level in the designated subgroups.					

13PV4

## NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: Terra Nova

Edition/Publication Year: 3rd/2009 Publisher: CTB/McGraw Hill Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	84	82	75	80	77
Number of students tested	30	32	52	34	60
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
Disaggregated test data for subgroups was not provided because there were under 10 students at this grade level in the designated subgroups.					

13PV4

## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: Terra Nova

Edition/Publication Year: 3rd/2009 Publisher: CTB/McGraw Hill Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	78	79	70	80	78
Number of students tested	30	32	52	34	60
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
Disaggregated test data for subgroups was not provided because there were under 10 students at this grade level in the designated subgroups.					

13PV4

## NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 6

Test: Terra Nova

Edition/Publication Year: 3rd/2009 Publisher: CTB/McGraw Hill Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	87	76	83	65	66
Number of students tested	30	43	30	42	26
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
Disaggregated test data for subgroups was not provided because there were under 10 students at this grade level in the designated subgroups.					

13PV4

## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 6

Test: Terra Nova

Edition/Publication Year: 3rd/2009 Publisher: CTB/McGraw Hill Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	85	72	81	70	68
Number of students tested	30	43	30	42	26
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
Disaggregated test data for subgroups was not provided because there were under 10 students at this grade level in the designated subgroups.					

13PV4

## NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 7

Test: Terra Nova

Edition/Publication Year: 3rd/2009 Publisher: CTB/McGraw Hill Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	92	91	84	78	76
Number of students tested	39	29	30	24	28
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
Disaggregated test data for subgroups was not provided because there were under 10 students at this grade level in the designated subgroups.					

13PV4

## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 7

Test: Terra Nova

Edition/Publication Year: 3rd/2009 Publisher: CTB/McGraw Hill Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	81	84	80	80	77
Number of students tested	39	29	30	24	44
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
Disaggregated test data for subgroups was not provided because there were under 10 students at this grade level in the designated subgroups.					

13PV4