

U.S. Department of Education
2015 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. Mary Kay G. Hennessy

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

Official School Name St Norbert Elementary School

(As it should appear in the official records)

School Mailing Address 6 Greenlawn Rd

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

City Paoli State PA Zip Code+4 (9 digits total) 19301-1572

County Chester State School Code Number* _____

Telephone 610-644-1670 Fax 610-644-0201

Web site/URL http://school.stnorbert.org E-mail mkhennessy@stnorbert.org

Facebook
Page www.facebook.com/StNorbertS
Twitter Handle chool Google+ _____
Other Social Media

YouTube/URL _____ Blog _____
Link www.schooltube.com/organization/19
2086/

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

_____ Date _____

(Principal's Signature)

Name of Superintendent*Mrs. Debra Brillante E-mail: dbrillante@archphila.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name _____ Tel. _____

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

_____ Date _____

(Superintendent's Signature)

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 that it is accurate.

_____ Date _____

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

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

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

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, 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 a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) 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, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year 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 2008 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: 2009, 2010, 2011, 2012, or 2013.
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

All data are the most recent year available.

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. 5 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	10	8	18
K	9	14	23
1	12	8	20
2	11	10	21
3	14	16	30
4	12	18	30
5	16	15	31
6	13	11	24
7	13	6	19
8	8	13	21
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	118	119	237

5. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
 1 % Asian
 0 % Black or African American
 1 % Hispanic or Latino
 0 % Native Hawaiian or Other Pacific Islander
 94 % White
 4 % 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.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 4%

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, 2013 until the end of the school year	6
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the 2013-2014 school year	3
(3) Total of all transferred students [sum of rows (1) and (2)]	9
(4) Total number of students in the school as of October 1	252
(5) Total transferred students in row (3) divided by total students in row (4)	0.036
(6) Amount in row (5) multiplied by 100	4

7. English Language Learners (ELL) in the school: 0 %
 0 Total number ELL
 Number of non-English languages represented: 0
 Specify non-English languages:
8. Students eligible for free/reduced-priced meals: 1 %
 Total number students who qualify: 3

9. Students receiving special education services: 3 %
8 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 categories.

- | | |
|--------------------------------|--|
| <u>0</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>3</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>0</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>4</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>0</u> Developmentally Delayed |

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	13
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	6
Paraprofessionals	3
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	7

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

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

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	92%	93%	90%	90%	89%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

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. Please summarize your school mission in 25 words or less: St. Norbert School provides an educational journey to excellence, by nurturing each child spiritually, academically, physically and socially in a caring environment that embraces diversity.

PART III – SUMMARY

Faith, academic excellence, and service are the cornerstones of St. Norbert School. Rooted in a deep sense of faith and service, as established by the Norbertine Fathers, the students of St. Norbert School are encouraged to form meaningful relationships, to interact with the world around them, and to reach out beyond the school walls to engage in a spirit of stewardship and social justice. It is the mission of the faculty and staff to foster a cooperative support network that bridges the home, school, and parish communities. Academic excellence is achieved through a rigorous curriculum, differentiated instruction, and engagement with new technology, such as 1:1 iPad learning.

Founded in 1956 under the auspices of the Norbertine Fathers and initially led by the Grey Nuns of the Sacred Heart, St. Norbert is accredited by the Middle States Association of Colleges and Schools. The curriculum is based on Archdiocesan and Common Core State Standards (“CCSS”). As a result of the high academic standards, graduating students are given the opportunity to attend the high school of their choice. The class of 2014, with 24 graduates, earned \$450,000 in scholarship money to local Archdiocesan and private high schools. Over half of the class of 2014 also qualified to take the Neumann Scholarship Exam, resulting in St. Norbert having the eighth Neumann Scholar in school history. In addition, St. Norbert students have received local, state and national recognition for participation in various academic and extracurricular competitions, including: Chester Country Science Research Competition, Delaware Valley Science Fair, National History Day, IHM Math Contest, Pope John Paul II High School Math Contest, Chester County Reading Olympics, the Scripps National Spelling Bee, Johns Hopkins Center for Talented Youth, Math Counts, Bishop Shanahan Annual Art Show, Lions Club World Peace Poster, and Pennsylvania Attorney General Drug Calendar Contest.

St. Norbert is located in Paoli, Pennsylvania. Enrollment for the 2014-2015 school year is 237 students for Pre-Kindergarten through 8th grade. Over the last several years, upgrades to the facilities have included a new science lab, an art studio, media center, television studio, and a newly renovated gymnasium. These new facilities allow the St. Norbert students to engage with their peers, faculty, parents, and the community at large.

Many school traditions contribute to the essential mission and quality schooling at St. Norbert. Every morning, the students come together as a school community for prayer as well as the specific intentions of students and faculty. The students attend First Friday Mass, May Procession, and Stations of the Cross as part of their faith formation. The tradition of service to the world at large is highlighted by the students’ participation in outreach efforts such as St. Jude Hospital Math-a-thon, Nickels to Knock out Cancer, St. Gabriel’s Food Bank, and the Bethesda Project. This dedication to service helps strengthen the relationships between student, family, and community.

St. Norbert provides an educational journey to excellence by nurturing each child academically, physically, and socially. The faculty has created a dynamic, nurturing environment that allows the students to become high-level critical thinkers and problem solvers as they continue to develop both emotionally and morally. Differentiated instruction is utilized in each grade to meet the needs of individual learners. Adhering to CCSS and Archdiocesan standards, teachers employ best practices in the classroom that make use of the current technologies as essential tools in moving from a teacher-centered to student-centered learning environment. In 2011, St. Norbert began an initiative to provide each student with an iPad for integrated learning. This has allowed students and teachers to go beyond the traditional classroom to extend and augment learning.

Recognizing that a child’s learning is enhanced by many experiences, St. Norbert provides a wide variety of co-curricular and extracurricular activities to celebrate individual differences and talents. Creativity, critical thinking, and problem solving abilities are enhanced through weekly participation in Spanish, art, technology, library, and music classes. Fine and gross motor skills are strengthened, as is the students’ awareness of healthy life style habits, within their physical education classes. Activities that bond students as a school community and promote school pride include the Upper School team building activities, the student buddy program, Grand VIP Day and Student Council events. A wide selection of extra-curricular

activities includes Catholic Youth Organization ("CYO") athletics, Kitchen Wizards, Irish Dance, Robotics and Chess Club, Science Explorers, Forensics Club, and Student Council. These programs allow students to enjoy time for social and emotional development outside of the classroom.

With a tradition of faith, academic excellence, and service, St. Norbert provides an environment where students flourish academically, emotionally, physically, and socially. The commitment of faculty, parents, and clergy to maintain the high academic standards of an exemplary Catholic education is the key to the school's success.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

St. Norbert has a tradition of excellence in educating all students to meet the challenges of a global society by providing a learning environment characterized by outstanding academic and personal achievement. Through the use of various instructional techniques, the teachers individualize the learning process, incorporating available resources and technology, to maximize the potential for each student's success. St. Norbert's curriculum is provided by the Archdiocese of Philadelphia ("AOP"), which has adopted the CCSS. The standards scaffold the curriculum through each grade level with an increase in complexity. With these standards, the teachers create a challenging and rigorous academic program to prepare the students to become independent thinkers, active learners, and leaders.

Reading/English Language Arts- St. Norbert's reading and English Language Arts ("ELA") curriculum is an integrated whole language approach incorporating reading, writing, listening, and speaking as prescribed by the Archdiocesan guidelines, which adhere to the CCSS. Building on a foundation of phonemic awareness, phonics, and fluency, students are introduced to various literary genres to develop and build their vocabulary, comprehension, and critical thinking skills. Students apply their reading skills to cross-curricular assignments and projects, which draw upon and strengthen their writing, research, and oral presentation skills.

Within the reading/ELA curriculum, teachers make assessments based on individual student data, which include Terra Nova assessments, quizzes, tests, reading surveys, interest inventories, response log reflections, conferences, and oral-reading miscue analyses.

Teachers use reading series benchmark test scores and compile the test data on-line for analysis from year to year for all students. This method helps identify students working below or above reading level. Additional reading remediation is available to the students through the Chester County Intermediate Unit ("CCIU") reading specialist. Students participate in enrichment activities including Word Masters Analogy Competition, Reading Olympics, and the Scripps National Spelling Bee.

Mathematics- St. Norbert follows the guidelines of the AOP and the CCSS in the areas of problem solving, computation, modeling, and communicating mathematically. The curriculum is formatted from grade level to grade level, building upon previously presented material, including operations and algebraic thinking, number and operations in base ten, numbers and operations-fractions, measurement and data, and geometry.

Teachers implement differentiated instruction including a variety of direct, small cooperative groups, and independent projects to address diverse learning styles. Each classroom is equipped with math manipulatives to accommodate a hands-on experience. Technology is integrated through interactive boards, iPads, graphing calculators, and various websites, including the IXL program.

St. Norbert students in grades 5 through 8 may qualify to participate in an Honors Math Program, based on the criteria established by the AOP. This program enables the gifted students to complete a full course of study in Algebra I by the end of 8th grade. The needs of struggling students are met through remediation and the support of the CCIU.

Math enrichment activities, such as Math Counts, the Stock Market Game, the IHM Math competition, and Catholic Math League, are offered to enhance and extend student learning.

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. The 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. The 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. This has led to student participation in county and regional science fair competitions. 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. To enrich the curriculum, students in 6th through 8th grades participate in the National History Day competition. Through the use of technology, projects, and hands-on learning, students develop civic competency and other 21st Century skills.

Pre-School (3-4 year old students)

St. Norbert'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. The program focuses on hands-on, group, and 1:1 learning activities that develops 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, Spanish, library, art, and music on a weekly basis.

2. Other Curriculum Areas:

In addition to the rigorous core curriculum, St. Norbert exposes students to enriching and diverse learning opportunities in several inter-disciplinary areas, such as foreign language and the fine arts. These subjects not only reinforce learning in the core areas, but they also capture the natural curiosity and imagination of the students.

Spanish- Spanish is offered at St. Norbert for Pre-Kindergarten through 6th grade on a weekly basis. The 7th and 8th graders attend Spanish twice per week (100 minutes) to prepare them to place out of high school Spanish I. Key curriculum components include communication through receptive and expressive language, the attitudes and ideas of multiple Spanish-speaking cultures, connections to other content areas, and personal use of the language. St. Norbert is in compliance with the program's foreign language requirements.

Religion- Religion is offered at St. Norbert for Pre-Kindergarten through 8th grade on a daily basis. The St. Norbert religion curriculum empowers the students to foster a personal relationship with Christ through the regular practice of prayer and Eucharist. Students exhibit knowledge and understanding of Catholic beliefs, scripture, and social justice. Students exemplify a Christian attitude through compassion and respect towards self, others, and God's creations. In accordance with the Archdiocesan guidelines, the curriculum is coordinated through grade levels in a spiral approach. The 2nd grade curriculum includes preparation for the Sacraments of First Reconciliation and First Eucharist. The 6th grade curriculum includes preparation for Confirmation. Students take leadership roles in monthly liturgies, Feasts of Mary and the saints, and celebrations of liturgical seasons. The Catholic faith is what brings St. Norbert together as a community and is conveyed in all aspects of students' academic lives.

Art and Music- Music and Art are each offered once per week to Pre-Kindergarten through 8th grade. Through participation in the music program, students are led to a deeper appreciation of liturgy, ethnic cultures, and musical styles. For those students who want to further develop their musical abilities, electives in band, select choir, liturgical ensemble, and cantoring are offered. In art class, students are introduced to artists and art history while developing their own creative arts skills. Students gain an appreciation of art, while honing their artistic skills, confidence in their artistic ability, and creativity. After school art enrichment classes are offered throughout the year. The Fine Arts curriculum encompasses a variety of

ways for students to express themselves as a school community, including the annual Art Show, Talent Show, Christmas Pageant, and Spring Concert/Play.

Physical Education/Health- Physical Education is offered once per week to Pre-Kindergarten through 8th grade. The value of competition and good sportsmanship are emphasized in the physical education curriculum. Students' fine and gross motor skills are strengthened through developmentally appropriate activities while learning to apply rules and skills across many sports. St. Norbert is proud to participate in the Presidential Physical Fitness program and offers a variety of extra curricular athletic opportunities through the CYO program. Lessons on healthy lifestyle choices and well-balanced nutrition are taught monthly to each class in health.

Technology and Library- Technology is integrated throughout the curriculum from Pre-Kindergarten through 8th grade. All classrooms are equipped with a projector/ Smartboard or a LED monitor, an Apple TV, and speaker bar. All students have a school-issued iPad as part of a 1:1 learning program. Formal technology classes are offered once per week in the Media Center to introduce students to different applications to enhance learning and increase productivity. This instruction reinforces the use of technology in the classroom. The newly established TV station allows the upper school students to demonstrate their writing, communication, and technology skills to the school community at large. The Technology Committee, comprised of teachers and parents, keeps St. Norbert on the forefront of educational technology. The library, as part of the Media Center, is an extension of the classroom where research, reading, and writing skills are strengthened. The librarian manages the yearly Reading Olympics program for 4th through 8th grades and coordinates three book fairs throughout the year to reinforce literacy and comprehension.

3. Instructional Methods and Interventions:

At St. Norbert, the classroom environment is designed to maximize the learning potential for each student. St. Norbert provides dynamic instruction that is planned using the "Understanding by Design" model and includes formative, summative, and project based assessments. The teachers use differentiated instruction to address multiple learning styles through a variety of techniques, frequently incorporating technology. An internally developed system called Test Tracking has been utilized for the past 4 years. This system allows teachers to track and analyze individual student performance on various reading benchmark assessments, standardized assessments with sub-scores in reading, language, math, science, social studies, and Cognitive Skills Index and the final report grade in ELA and math. By analyzing student performance across these metrics, teachers are able to tailor their instructional approach to meet each student's individual needs. Among the many teaching strategies used in classrooms, teachers provide direct instruction, inquiry-based learning, cooperative learning, information-processing strategies, flexible grouping, and tiered assessments.

St. Norbert provides a Student Support Team, which is trained by the CCIU, to better assist struggling learners. The mission of the Student Support Team is to provide resources, strategies, and means for implementation to aid the classroom teacher in providing a targeted instructional approach for the students with learning differences. Students identified with academic needs receive modified curriculum including, but not limited to, visual cues, one-on-one instruction, and oral testing. In addition to Student Support Team services, specialists from the CCIU also provide reading, speech, and math support to students who are struggling learners. The guidance counselor provides classroom instruction on a variety of social and emotional topics as well as one-on-one services in the area of executive functioning, test-taking, and study skills.

St. Norbert incorporates the use of technology across the curriculum. Each student in Pre-Kindergarten through 8th grade is afforded the use of their own school-issued iPad. Each classroom is equipped with either a projector/ Smartboard or a LED monitor. Teachers utilize web-based and iPad apps resources to enhance learning, such as IXL Math, 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. Technology has been an asset to the teachers and students in making learning "come alive" and hold the interest of all students.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

St. Norbert administers the TerraNova, Third Edition, which is a nationally norm-referenced test published by CTB/McGraw-Hill. This assessment is administered at the direction of the AOP to measure student achievement and program effectiveness. This battery of tests includes a Multiple Assessment form, which incorporates open-ended questions and a Complete Battery form, which tests an extended array of disciplines in a selected response design. Kindergarten through grade 8 complete the TerraNova standardized tests annually in the spring. In the past, 8th grade was not required by the Archdiocese to take standardized tests. Except for a two-year hiatus for grade 8, St. Norbert has tested every grade annually in order to obtain an accurate and timely evaluation of student achievement.

Using the National Percentile of the Mean Curve of the TerraNova test, the results of the scores in reading and mathematics are analyzed for grades 3 through 8. The five-year trend for reading and math demonstrates high academic achievement and consistent performance across grade levels assessed. These results are consistently above the local, Archdiocesan, and national norms. St. Norbert reading scores have generally fallen between the 77th – 94th national percentile with some scores ranging as high as 21 points above the requirements; whereas, the math scores generally have fallen between the 77th – 95th national percentile with some scores ranging as high as 23 points above the requirements. This data verifies the high competency levels of the students in reading and math, which then translates into success across the entire curriculum.

The school test results, located in Part VIII of the application, indicate that St. Norbert ranks in the top 10 to 15 percent of elementary schools nationally, as required by the US Department of Education, to qualify for consideration for the National Blue Ribbon Schools Program.

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

At St. Norbert, information and results gathered from standardized testing is used to direct instruction and guide curriculum. Faculty use both formative and summative assessments to help identify and recognize students' areas of knowledge and understanding, as well as areas that need to be re-taught or further developed. Tests, quizzes, projects, writing pieces, technology tools, public speaking, group work, and other authentic assessments are utilized to capture a holistic picture of each student's progress. The use of the internally developed assessment database, Test Tracking, allows teachers to track and analyze individual student performance across assessed curriculum areas.

At the beginning of the school year, teachers use the database to evaluate class progress from the previous year to drive class instruction. Teachers create a comprehensive class learning plan that highlights opportunities for growth and provides the basis for flexible group instruction within the classroom. Using this database, teachers are better able to determine student qualification for remediation as well as enrichment programs.

Parents 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 weekly basis for student/parent review. Progress reports and 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 while a summary report by grade is posted on the school website for review. AOP provides parent education on understanding and interpreting their child's standardized test scores.

St. Norbert uses "The Bulldog," a weekly newsletter, as well as the church bulletin, to keep parents, students, and the community informed on school events and academic achievements accomplished by St. Norbert's students, both past and present.

Part VI School Support

1. School Climate/Culture

The environment of St. Norbert portrays an identifiable integration of faith, life, and culture. The Catholic faith is what brings St. Norbert together as a community and is conveyed in all aspects of the students' academic life. The students participate in daily Morning Prayer, monthly liturgies, and celebrations of the liturgical seasons. The faculty and staff are dedicated to the students, parents, and each other as they strive to uphold the school's philosophy and mission. With Jesus as the model, the faculty has created an environment where self-discipline, personal responsibility, and leadership are valued as highly as the students' academic endeavors. It is the belief of the St. Norbert community that successful learning is achieved by the relationships formed and the responsibilities shared among parents, teachers, and students.

At St. Norbert, the faculty believes that engagement is the key to learning success. Students are encouraged to work cooperatively, share their opinions, and become active learners. This environment of intellectual curiosity is fostered by the teachers' passion for their subject matter and their belief in each student's potential. Small class sizes allow teachers to have the opportunity to be attuned to each child's strengths and weaknesses, both academic and social. The use of innovative technology also keeps the students actively engaged in the process of learning.

The practice of morning meetings, based on *The Morning Meeting Book* by Roxann Kriete, has helped to create a school wide atmosphere of trust and positive behavior. This is reinforced through classroom lessons focusing on social skills, cooperative learning, and tolerance of individual differences given by the guidance counselor and faculty. This curriculum is supplemented by guest speakers and assembly programs throughout the year.

St. Norbert's teachers enjoy a positive and cooperative relationship with the pastor, administration, parents, and students. It is this collaborative culture that encourages professional growth, innovative teaching, and meaningful relationships which encourage lifelong learning.

St. Norbert teachers are empowered to be a part of the decision-making processes as they hold leadership roles as coordinators and committee heads within the school and the Archdiocese. Formal performance reviews are conducted annually, while informal feedback is on-going based on the belief that feedback increases teacher satisfaction and productivity. The Home and School Association ("HASA") acknowledges the hard work and dedication of the teachers in many ways throughout the year such as the formal Christmas dinner, the teacher appreciation breakfast, and birthday celebrations.

2. Engaging Families and Community

The connection with the school families and local community is one of the fundamental strengths of St. Norbert. Family engagement is achieved through strong communication, volunteer opportunities, and social activities. The exchange of information between parent and teacher has become seamless at St. Norbert. Using the online grading system, parents have the opportunity to monitor student's progress regularly. This, along with the weekly test packets and communication with teachers, either in person or via email, allows parents to have an accurate and timely picture of their student's learning. Each teacher also maintains their own webpage with important information pertaining to curriculum, classroom activities, homework, and special activities. Formal parent teacher conferences are held annually in October. Additional conferences are available throughout the year at the request of the parent or teacher. The school website, the weekly newsletter, the Facebook page, and the weekly HASA Happenings are sources of information for school families and the community at-large. As new families enter the school, they are paired with a buddy family to aid in their transition to St. Norbert.

Parental engagement at St. Norbert is demonstrated through the strong core of volunteers who assist with everything from lunchroom/playground monitors, coaching, homeroom parents, field trip chaperones, library aides, fundraisers, and various HASA sponsored activities. The HASA Back to School picnic, the

Mother's Welcome Tea, parent socials, Pizza Bingo, Harvest Festival, and two major school fundraisers are community-building events that are held throughout the year.

St. Norbert's students engage in a variety of community outreach activities. The school, in cooperation with the parish, supports St. Gabriel Parish, which is located in Southwest Philadelphia. Families provide casseroles and canned goods for the food cupboard. There is also a pen pal program between the students of both of the schools. Students from St. Norbert interact with the residents at Highgate Assisted Living Facility. The Pre-Kindergarten students create stuffed animals that are sent to patients at a local pediatric hospital. The 4th and 5th grade students raise funds to support Canine Partners for Life, a program that provides service dogs to those in need. St. Norbert has been fortunate to partner with local universities that provide student teachers for various grade levels. Through the years, St. Norbert has built strong relationships with many local community businesses, many of whom now support St. Norbert through the EITC program.

3. Professional Development

The St. Norbert teachers embrace the belief that education is an ongoing process, not just for the students, but also for themselves. This is clearly seen through their participation in professional development. Recognizing the correlation between a teacher's continued education and the success of his or her students, St. Norbert Parish offers financial support for workshops, seminars, conferences, and graduate level classes. Benefiting from this, many of the teachers at St. Norbert have earned or are in the process of earning their master's degree. The CCIU also offers tuition reimbursement for classes and workshops.

In accordance with state and Archdiocesan requirements, professional development serves a dual purpose by satisfying the necessary certifications. The faculty is required to earn 16 religious education credits for religious certification. The certification must be maintained with one religion course annually.

The school administration stays abreast of current educational trends and conducts school-wide evaluations to tailor trainings and in-services to address the professional growth of the faculty. Through the Office of Catholic Education of the AOP, the faculty attends a variety of professional development activities and seminars, including Common Core State Standards for English Language Arts, Differentiated Instruction, Unpacking the Common Core Math Standards, and Understanding by Design. Teachers are also encouraged to pursue individual courses of study through the CCIU, at local universities, or other educational organizations. Identified areas of individual teacher development are multi-sensory approach to language instruction (Wilson Method), brain injury and concussion, and "the flipped classroom."

St. Norbert teachers and administrators also have several opportunities to attend conferences sponsored by the National Catholic Educational Association (NCEA), the Association for Supervision and Curriculum Development (ASCD), the National Council of Teachers of Mathematics (MCTM), and the Promoting Achievement Through Classroom Technology (PACT). These development sessions deepen the teachers' understanding of new technologies and instructional approaches. Teachers are equipped to provide their students with stimulating, thought-provoking lessons that engage and motivate the diverse student body.

St. Norbert teachers not only participate in professional development activities, but they are also leaders in curriculum development at the Archdiocesan level. Through their participation and leadership on committees such as Reading, Math, Science, and Religion, St. Norbert teachers are impacting the academic achievement of students across the Archdiocese.

4. School Leadership

The pastor and the principal share the leadership responsibilities of St. Norbert School. The pastor is entrusted with overseeing and responding to the spiritual and financial needs of the parish and school while the principal is the designated leader of the school, the educational administrator, and the supervisor of the faculty and students. At St. Norbert this relationship is strong and collaborative and, therefore, fosters a dynamic, vibrant Christ-centered learning environment.

In partnership with the pastor and principal, the School Advisory Board was established 7 years ago to promote and advance the mission of the school. The St. Norbert School Advisory Board was one of the first of its kind established in the Archdiocese and has become a model of school governance. The members of the St. Norbert School Advisory Board apply their expertise in education, finance, business, marketing, public relations, law, technology, facilities and other areas to ensure the future viability of the school. The advisory board promotes the highest possible standards of academic and religious education for students.

The School Advisory Board is comprised of several sub-committees, focusing on the following areas: marketing, development, technology, finance, and facilities. HASA and the parish community are also represented on the board. The goal of the development committee is to ensure the financial stability of the school for the current students and for future generations. As evidence of the school community's faith in the leadership and the future of the school, the annual fund efforts have more than tripled in the last three years. Funds raised in 2013 contributed to the building of the new science lab. The academic curriculum has been revolutionized by the early adoption of the 1:1 iPad program. This program was the direct result of the vision of the technology committee, with the strong support of the pastor and principal. Putting an iPad in the hands of every student at St. Norbert and outfitting the classrooms with Smartboards and/or Apple TVs have stretched the bounds of the traditional classroom resulting in a tangible increase in student engagement, motivation and performance. The finance committee, in collaboration with the other committees, ensures financial responsibility coupled with financial transparency.

The strong foundation that has been established by the pastor, principal and the School Advisory Board of St. Norbert guarantees a strong and vibrant future for St. Norbert and its students.

PART VII - NON-PUBLIC SCHOOL INFORMATION

The purpose of this addendum is to obtain additional information from non-public schools as noted below.

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 are the 2014-2015 tuition rates, by grade? (Do not include room, board, or fees.)

2014-2015 Tuition

Grade	Amount
K	\$4125
1	\$3800
2	\$3800
3	\$3800
4	\$3800
5	\$3800
6	\$3800
7	\$3800
8	\$3800
9	\$0
10	\$0
11	\$0
12	\$0

4. What is the educational cost per student? \$5965
(School budget divided by enrollment)
5. What is the average financial aid per student? \$1750
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 29%
7. What percentage of the student body receives scholarship assistance, including tuition reduction? 98%

PART VIII - ASSESSMENT RESULTS

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	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	83	79	80	77	84
Number of students tested	31	37	27	19	21
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Eighth grade did not take the tests in the 2009-2010 and 2010-2011 school years as it was not required by the Archdiocese of Philadelphia. 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	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	89	90	90	70	90
Number of students tested	36	32	21	21	20
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Eighth grade did not take the tests in the 2009-2010 and 2010-2011 school years as it was not required by the Archdiocese of Philadelphia. 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	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	92	90	79	87	90
Number of students tested	33	29	19	19	21
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Eighth grade did not take the tests in the 2009-2010 and 2010-2011 school years as it was not required by the Archdiocese of Philadelphia. 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	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	84	84	89	88	88
Number of students tested	20	21	18	22	12
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Eighth grade did not take the tests in the 2009-2010 and 2010-2011 school years as it was not required by the Archdiocese of Philadelphia. 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	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	88	95	92	92	84
Number of students tested	21	26	21	13	17
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Eighth grade did not take the tests in the 2009-2010 and 2010-2011 school years as it was not required by the Archdiocese of Philadelphia. 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	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Jan	Jan
SCHOOL SCORES					
Average Score	94	89	88		
Number of students tested	24	20	14		
Percent of total students tested	100	100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Eighth grade did not take the tests in the 2009-2010 and 2010-2011 school years as it was not required by the Archdiocese of Philadelphia. 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	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	85	79	88	85	74
Number of students tested	31	37	27	19	21
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Eighth grade did not take the tests in the 2009-2010 and 2010-2011 school years as it was not required by the Archdiocese of Philadelphia. 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	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	86	86	90	77	84
Number of students tested	36	32	21	21	20
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Eighth grade did not take the tests in the 2009-2010 and 2010-2011 school years as it was not required by the Archdiocese of Philadelphia. 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	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	80	86	81	88	82
Number of students tested	33	29	19	19	21
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Eighth grade did not take the tests in the 2009-2010 and 2010-2011 school years as it was not required by the Archdiocese of Philadelphia. 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	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	86	82	89	83	85
Number of students tested	20	21	18	22	12
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Eighth grade did not take the tests in the 2009-2010 and 2010-2011 school years as it was not required by the Archdiocese of Philadelphia. 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	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	84	90	83	81	86
Number of students tested	21	26	21	13	17
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Eighth grade did not take the tests in the 2009-2010 and 2010-2011 school years as it was not required by the Archdiocese of Philadelphia. 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	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Jan	Jan
SCHOOL SCORES					
Average Score	94	90	89		
Number of students tested	24	20	14		
Percent of total students tested	100	100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Eighth grade did not take the tests in the 2009-2010 and 2010-2011 school years as it was not required by the Archdiocese of Philadelphia. Disaggregated test data for subgroups was not provided because there were less than 10 students in each grade in the designated subgroups.