

**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 Mr. Bruce Hagy

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

Official School Name Our Mother of Consolation Parish School

(As it should appear in the official records)

School Mailing Address 17 E. Chestnut Hill Avenue

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

City Philadelphia State PA Zip Code+4 (9 digits total) 19118

County Philadelphia State School Code Number\* \_\_\_\_\_

Telephone 215-247-1060 Fax 215-247-2506

Web site/URL http://school.omcparish.com E-mail bhagy@omcparish.com

Twitter \_\_\_\_\_ Facebook \_\_\_\_\_

Handle @omcparishschool Page www.facebook.com/OMCParishSchool Google+ \_\_\_\_\_

YouTube/URL \_\_\_\_\_ Blog \_\_\_\_\_ Other Social Media Link \_\_\_\_\_

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify 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 Mr. Christopher Kallmeyer

(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.  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	15	12	27
K	10	14	24
1	11	14	25
2	12	8	20
3	4	14	18
4	11	9	20
5	8	10	18
6	9	11	20
7	7	11	18
8	8	3	11
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
<b>Total Students</b>	95	106	201

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 4 % Asian
  - 32 % Black or African American
  - 0 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 59 % White
  - 5 % 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: 2%

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

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	0
(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)]	3
(4) Total number of students in the school as of October 1	198
(5) Total transferred students in row (3) divided by total students in row (4)	0.015
(6) Amount in row (5) multiplied by 100	2

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: 3%  
 Total number students who qualify: 7

9. Students receiving special education services: 11 %  
23 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>2</u> Autism                | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deafness              | <u>7</u> Other Health Impaired                 |
| <u>0</u> Deaf-Blindness        | <u>7</u> Specific Learning Disability          |
| <u>0</u> Emotional Disturbance | <u>15</u> Speech or Language Impairment        |
| <u>0</u> Hearing Impairment    | <u>0</u> Traumatic Brain Injury                |
| <u>0</u> Mental Retardation    | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>0</u> Developmentally Delayed               |

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

	<b>Number of Staff</b>
Administrators	2
Classroom teachers	11
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	3
Paraprofessionals	5
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

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

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

<b>Required Information</b>	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	96%	95%	97%	97%	96%
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

<b>Post-Secondary Status</b>	
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: OMC Parish School is dedicated to rigorous education of parishioners and community members. OMC creates a faith-filled academic community promoting mutual respect and social responsibility.

## **PART III – SUMMARY**

---

Our Mother of Consolation Parish School is a Catholic elementary school (Pre Kindergarten through eighth grade) serving families in Chestnut Hill and surrounding areas in Northwest Philadelphia and nearby suburbs. With equal focus on Catholic values and academic excellence, OMC is a strong, vibrant, and thriving school characterized by small class sizes, exceptional parent volunteerism, rich and balanced diversity, superb administration and distinguished faculty, and a genuinely warm and friendly family atmosphere. OMC celebrated its 150th anniversary in the 2012-2013 school year and classes have been held in the same historic building since 1919.

The School is blessed by a profound diversity that goes beyond race to encompass various ethnicities, socio-economic statuses, neighborhoods, and denominational creeds. In this way the school reflects the universality of the larger Church and is a joyful herald of a future in which the faith community is defined not by the limitations of ancestry or geographic placement but rather, by the shared desire to gather and educate children in an unambiguously Catholic environment.

In 2009, Father Robert Bazzoli, Principal Bruce Hagy, and the School Advisory Board established a Strategic Plan with the goal of raising the academic and spiritual standing of the school. Intrinsic to this plan was achievement of Blue Ribbon status. As part of this process, OMC sought to reach the full capacity of enrollment with a population of students and families that contribute to the school's culture. Prospective students and their families submit a detailed information sheet, interview with the principal, attend classes and interact with the faculty. The process allows OMC to identify and welcome students who display the potential for spiritual, emotional, and academic growth. Implementation of this process for all potential candidates ensures that all members of the diverse student body are held to the same high ethical and academic standards.

OMC strives for the holistic development of each child under its care. Integral to the success of this endeavor is the Teacher-Student-Parent Triangle which encourages academic and spiritual growth within family life as well as during formal school instruction. Parents, teachers, and students must actively cooperate and contribute in order for the triangle (the educational experience) to be complete. As a community OMC seeks to develop students through the moral, academic, and extracurricular training and activities described below.

OMC's Code of Courtesy Program was created by OMC teachers over 10 years ago. It encourages increasing levels of respect for one's self and others. Three tenets govern the Code: 1) Be Respectful; 2) Be Responsible; 3) Do Your Best. The goal is to promote responsibility in the educational process and an understanding of the value of putting forth one's best effort in all things. The Code of Courtesy becomes more comprehensive with each grade level until by eighth grade there is an extensive list of principles. Award pins are given out each trimester to the students who best exemplify the Code of Courtesy themes.

Educational principles that serve as the foundation for the curriculum promote academic excellence throughout the student body. Teacher-led Socratic class discussions stimulate analytical thought and contribute to the development of critical thinking skills. Writing skills are emphasized in all grades as the keystone that supports all future learning. Challenging assignments require students to formulate written responses communicating what they know and believe, while classroom projects and group work encourage collaboration. Creative expression is nurtured through the school-wide Fine Arts program, which includes music and art lessons weekly.

OMC provides a broad range of courses in addition to the core subjects of Religion, English Language Arts, Math and Science. Weekly technology classes teach the appropriate and effective use of online information in a manner that helps students become effective self-learners. All students receive weekly Spanish instruction so that, by graduation, they are conversant in a major world language. Our Montessori-based Catechesis of the Good Shepherd is a unique faith-based program designed to help pre-K through second grade students develop their faith. This program has been proven to make a strong impression on students as the knowledge and values imparted in it are integrated into religious activities throughout their time at OMC.

Finally, learning continues through a full program of extracurricular activities. OMC students have achieved success with publications in literary anthologies as well as competitive awards such as First in Math and Reading Olympics. OMC's athletic programs are competitive and growing in number. Through the Archdiocesan CYO program, OMC has teams in Cross Country, Basketball, and Track & Field. OMC's teams consistently compete in post-season playoffs, and many students are record-holders or champions in their sports.

## **PART IV – CURRICULUM AND INSTRUCTION**

---

### **1. Core Curriculum:**

OMC's core curriculum is implemented in accordance with the core curricula of the Archdiocese of Philadelphia's Office of Catholic Education, which has incorporated Common Core State Standards. OMC's Principal assigns a faculty coordinator to lead each academic area based on the teacher's strengths and expertise. Faculty coordinators work with faculty to review educational materials, implement standards, and discuss changes, while maintaining the Archdiocesan core curriculum's objectives. The principal monitors how the core curriculum is applied during a weekly review of each grade's lesson plans and class observations.

Religion is a fundamental curriculum area for OMC. Goals for instruction are based on: Philadelphia Archdiocesan guidelines; Catechism of the Catholic Church; Loyola Religion series (Faith First); teachings of St. Francis de Sales; ministry of Oblates of St. Francis de Sales and Sisters of St. Joseph. Each area is used as a foundation for religious objectives in daily, weekly, and monthly lesson plans and projects. This multi-faceted approach imbues our students with the core tenets of our faith, prepares students to participate more fully in liturgies, and teaches the value and practice of prayer and meditation.

English Language Arts (ELA) strategies spiral throughout the grades. Kindergarten through sixth grades use Houghton, Mifflin, Harcourt's Journeys series. In these grades, phonemic awareness, phonics, fluency, vocabulary development, proper grammatical construction, and comprehension skills are developed through whole group and small group instruction, reading circles, and writing in response to reading. Journeys integrates science and social studies topics into ELA and helps students learn the identification of main ideas, cause and effect, fact and opinion, comprehension and discernment of significant information. Seventh and eighth grades use McDougal, Little's Literature series which supports lessons on critical thinking and evaluation, the use of literary elements and devices, and quality of writing. Students learn skills through critical analysis of stories, poems and plays as well as engaging in their own writing. Peer, self, and teacher-aided editing emphasizes grammatical protocol and writing clarity. Writing topics are cross-curricular encompassing religion, math, social studies and science.

ELA support for struggling students includes: support and extended day services by a reading specialist, an Elwyn learning support specialist, and teacher-provided guided reading sessions. Students needing additional practice work in smaller groups and have differentiated assignments. Advanced students are assigned books and projects requiring more analysis and may attend ELA classes in the next higher grade. The School Reading Olympics and Forensics programs offer an extra-curricular challenge to interested students.

In the Mathematics curriculum, the Math Connects series is used to develop the four primary curricular components of math: problem solving, communication, computation and modeling. Students develop number sense and foundational mathematical concepts through teacher-designed cross-curricular projects, mental math drills, manipulatives, real world problem solving activities, constructive written response, and daily maintenance. Struggling students are provided additional instruction through Elywn support services. Additionally, OMC employs its own math specialist who provides small group instruction to students needing more individualized attention in third through fifth grades. Students who excel in math receive small group advanced math instruction via the same specialist. All classroom teachers provide differentiated instruction for students on both ends of the learning spectrum. The extracurricular First in Math program also challenges and supports all levels of students. Students performing above grade level may be assigned to math classes in the next higher grade.

The Social Studies curriculum begins with the neighborhood and community in early grades and progress to the history of Pennsylvania and the United States through the Cold War, culminating with an in-depth investigation of the US Constitution and government. Teacher use of Discovery Education videos and appropriate YouTube presentations brings a greater reality to history. Students develop critical analyses of cause and effect by regularly making presentations on current events and then leading discussion.

The Science curriculum has three components: earth science, physical science, and life science. Kindergarten through sixth grades spend one trimester a year investigating each component. Seventh grade focuses on life science and eighth grade on earth science. All grades engage in hands-on activities, experimentation, and investigation to promote understanding of the scientific world. Scientific concepts not easily demonstrated in the classroom are accessed through apps and websites. With teacher support, those who excel lead activities and are often grouped with students having difficulty.

The PreKindergarten program supports growth of the whole child. Core curriculum at this level includes literacy skills (alphabetic knowledge, pre-reading and writing), math, and early science as well as social, emotional, and spiritual growth. The early childhood program is coordinated vertically as building blocks into elementary grades. The program's core focus aligns with Archdiocesan curriculum guidelines, and is supplemented by the input of PreKindergarten and Kindergarten teachers. Children complete PreKindergarten prepared for the academic and classroom expectations of OMC's primary grades with the ability to work in group and independent settings.

## **2. Other Curriculum Areas:**

In addition to the core curriculum, students participate in additional classes held at least once a week.

Art at OMC is an enriching and engaging program that encourages students to create art for personal fulfillment and for public view at school, art shows and in the local media. Students enhance their creative potential in an environment for artistic expression. Every child has the opportunity to use a variety of media, techniques, and processes. The curriculum teaches the elements and principles of art. Additionally, the students learn how the visual arts connect with different subject areas both within and outside the arts such as math, music, science and social studies. OMC students continue developing fine and gross motor skills through art instruction that is appropriate to each grade level. The program further emphasizes critical thinking and creative problem solving as students take artistic projects from conception through completion. A dedicated Art teacher provides weekly instruction for Kindergarten through eighth grade. PreKindergarten students are instructed in art by the PreKindergarten teachers.

OMC's Music program helps students develop performance skills, knowledge, and an understanding of music necessary to make it a part of their lives. Students develop the critical thinking skills at every level of music education which enables them to appreciate music on an independent level throughout life as well as develop thinking skills needed in other academic areas. OMC is proud that our music program inspires confidence in our students and enhances their appreciation of the musical arts for life. Music is offered weekly to PreKindergarten through eighth grades, with each student required to participate in two annual shows.

Brain science attests to the fact that art, language, and music stimulate different areas of the brain. Neurology also supports the science that if one area of the brain is stimulated, overall cognitive ability of the brain is enhanced. In addition, the world of Fine Arts crosses over into the cultures of the world and therefore adds depth to the social studies curriculum, and supports OMC's dedication to maintaining all of these programs in the curriculum.

Our Mother of Consolation Parish School is in compliance with the program's foreign language requirements. 100% of 7th and 8th graders receive Spanish instruction via a specialized teacher 55 minutes each week throughout the entire school year. All grades, Pre K through 8th, receive Spanish instruction weekly. Students learn to speak and read Spanish which supports the ELA curriculum through the exposure to world literature, poets, and authors. These instructions also help to grow the understanding of our own English vocabulary.

Health and PE instruction provides students the opportunity to learn to respect their bodies. OMC's program emphasizes proper nutritional instruction and shows how strong physical activity protects against illness and injury. In addition to promoting physical exercise and activities that develop skill, strength, and coordination, the school's PE program focuses on team play and cooperation. Thoughtful games and interactions teach students about teamwork and sportsmanship – which are important life skills that

reinforce the Christian values OMC embraces. Physical Education is offered to all grades once per week with the exception of Kindergarten, which attends PE twice every week.

In technology classes, students are taught how to use computers and mobile devices safely to find useful and appropriate information. They prepare informational reports, design spread sheets, create Power Point presentations, and learn to display information graphically. These skills prepare them to participate and contribute more fully in today's digital environment. Technology is offered weekly to Kindergarten through eighth grades, and is reinforced through use of technology carts in core classes.

Library Sciences are offered to students in Kindergarten through eighth grades to reinforce ELA skills and to enable students to delve more deeply into proper research and composition techniques.

Finally, for Pre-Kindergarten through second grade Catechesis of the Good Shepherd is offered. This Montessori--based program is an extension of Religion class that promotes a deeper understanding of students' faith at a level appropriate to their age. Children gain both understanding and appreciation for spirituality through Bible stories, hands-on activities, song, quiet meditation, and simple prayer.

### **3. Instructional Methods and Interventions:**

Assessments and observations within each classroom reveal the variety of student learning styles. Students' strengths are evaluated at the beginning of the school year. Input from the parents/guardians helps determine other student characteristics that might not be observable in the classroom. Current teachers also discuss learning styles with the students' former teachers for further feedback. This helps the teacher select more appropriate strategies to accommodate varied learning styles.

Instructional approaches and methods include: Socratic instruction and questioning, direct teaching, daily review, guided reading and writing, homogenous/heterogeneous grouping, teacher modeling, student presentations, literature circles, use of manipulatives and hands-on learning, responding to literature, math, science and social studies topics through constructed-response writing and cross-curricular classroom projects that reference all subjects. Additionally, methods such as theme essays and journaling offer real world connections and stimulate student interest to investigate topics in greater depth. Upper grade students gain confidence in their abilities through multiple opportunities to create and publish prose and poetry in student anthologies, local newspapers and essay contests. Oral presentations help develop clarity of thinking and logic. The use of technology supports effective presentations via student created Power Points and graphic displays. Finally, the opportunity for participation in advanced math classes encourages students to excel at higher order mathematical concepts.

OMC works with the School District of Philadelphia and Elwyn Services to provide services to students that require help beyond what can be offered in the classroom. These students are assigned Support Staff Advocates to follow the student throughout the school year. These advocates act as liaisons between a student's teacher, the student's parents, and the entire OMC support team. Students with learning disabilities have modifications and adaptations made to accommodate their needs. OMC employs a Math teacher to provide remediation for third through fifth grades via the Horizons Math Program. Additionally, the school offers an Advanced Math program for students in sixth through eighth grades who are advanced in mathematics. For students in need of speech and language services, support services for speech are offered. Title I, through the School District of Philadelphia/Office of Nonpublic Education, provides a full time reading specialist. This specialist helps all students in lower grades learn to read and continues to assist upper grade students as needed in study skills and improved reading comprehension. Title I also provides for after school tutors in reading and math for students requiring further support.

## **PART V – INDICATORS OF ACADEMIC SUCCESS**

---

### **1. Assessment Results Narrative Summary:**

Since 2009, OMC's reading scores have increased from the 77th to the 82nd percentile, and math scores from 68th to 77th. English Language Arts and Math programs have been strengthened by faculty research and adaptation of new learning materials based on Common Core Standards. Math and reading specialists have also provided specialized help to students.

OMC's ELA program has been strengthened through the combination of an effective Foundations program, full-time reading specialist, extended-day tutoring, and teacher implementation of a new reading series with strong Common Core connections. At OMC's request the Office of Non-Public Education provided OMC with a full-time reading specialist four years ago. Kindergarten through eighth grade students in need of more individualized reading instruction are seen by our specialist at least twice a week. Students needing additional support receive After-School Extended Day Tutoring by the Title I specialist. Elwyn, Inc. was petitioned to present a Foundations reading program for kindergarten. This has been successful as evidenced by the year-end DIBELS test results which have shown all kindergarten students to be at grade level reading proficiency for the last four years.

OMC has also focused on improving math skills. Recent teacher In-Service programs have focused more on math than on any other subject. Technology use in the classroom has been promoted through the purchase of laptops and iPads. Web-based math programs supplement classroom instruction. A part-time math specialist funded by the school has been on the faculty since 2006. This supplements the efforts of the Elwyn, Inc. specialist, who provides struggling students with small group instruction at least twice a week and After-School Extended Day tutoring. In addition, the specialist conducts an Advanced Math program for students in sixth through eighth grades who have shown above-average proficiency in the subject. Students in grades 4 through 8 also participate in the technology-based after-school First in Math program where they hone their math skills.

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

There are several procedures for identifying ELA learning discrepancies in Kindergarten through eighth grades: use of DIBELS testing, running records, critical reading inventories, classroom observations, Terra Nova scores, and oral responses to assess fluency and comprehension. Guided reading and monitoring strategies are structured to enhance individual class weaknesses and strengths. Discrepancies in math are identified via formal and informal assessments, drawings, computation exercises, writing samples, classroom observation and Terra Nova scores.

Once identified, these discrepancies are addressed via multiple outlets. First, the principal, classroom teacher and Elwyn team determine if formal modifications are necessary. Reading support is provided through a Title I reading specialist. Math support is provided by Elwyn, Inc. and our own math specialist. Differentiation in the classroom is established according to the needs of individual students. Weekly support staff meetings are held to determine effectiveness of the academic plan and/or to make changes in the plan. Parents are notified and involved prior to the utilization of support staff. For example, parents are given referrals at the beginning of the school year for students who qualify for instruction from the Title I reading specialist.

Academic achievement is reported to parents via mid-trimester progress reports and corresponding Parent/Teacher conferences. Assessments are sent home for parent signature throughout the school year, and individual copies of Terra Nova scores are provided for parents. Recognition of students who have excelled and gained academic honors is published to the community both electronically and in the Parish bulletin.

Weekly meetings are held between the principal and support staff to track progress and determine if additional students require assistance. In this way, the principal, support team, and classroom teachers are all aware of student issues and can make changes as needed. This multi-disciplinary team approach allows for parents, students, teachers, and staff to work toward continuous improvement for each student.

## **Part VI School Support**

---

### **1. School Climate/Culture**

OMC's daily mission is to create an environment where students, teachers, staff, and administrators work cooperatively to exemplify the school's Catholic faith, support strong academics, and strengthen common values. The school cultivates a safe and comfortable environment within which each individual student can excel. OMC's philosophy is that the collective student community is at its best when each individual is recognized for his or her contribution.

The school's Code of Courtesy is central to the creation of a positive learning environment. The Code of Courtesy is taught in every grade and increases the level of responsibility on each student as they advance through every year. It inculcates socially acceptable behavior through a focus on individual student development in the areas of respect, responsibility, effort and overall leadership. Students learn that by putting forth their best efforts they contribute to their own personal improvement, academic development, and community betterment. A positive learning environment is created by the climate of respect imparted by the Code.

OMC has an anti-bullying policy designed to create a safe and comfortable environment for students. This policy is distributed at the beginning of each year and families are asked to sign the statement to indicate agreement and support. Throughout the year, class discussion and guest lecturers encourage awareness of the issues of traditional and cyber bullying, and promote the value of respectful interaction with their peers.

One of OMC's greatest strengths is a faculty committed to academic excellence that is willing to exceed expectations. They are attracted to OMC because of a positive environment where they are treated with professional respect and encouraged to share their thoughts on school policy and procedures. Small class size, excellent staff support, and involved parents all contribute to a positive atmosphere for learning.

The Principal encourages both individual innovation and faculty collaboration to achieve the best outcomes for students. Teachers have the autonomy to create individualized classroom practices based on their particular pedagogical styles. At the same time they work together with the principal, other faculty, and support staff to identify ways that each individual student can better achieve success. In sum, the faculty has a positive work environment where they are encouraged to develop their own skills in an effort to teach respectful students who value education.

### **2. Engaging Families and Community**

OMC has achieved success through an active network of parents who volunteer their time and expertise to create the best possible learning environment for their children. OMC leverages relationships with parents, parishioners, and community organizations to provide programs and funding that improve students' educational experience.

There are three primary vehicles for volunteerism which strengthen the home-school connection. First, parents with expertise concerning Catholic faith, school programming and facilities management can serve on the School Advisory Board. Second, the Home and School Association is composed of parents who organize volunteer opportunities for other parents and engage in fundraising. Finally, parents can volunteer on an ad hoc basis for one of the many events that OMC provides for students and the school community. Volunteer opportunities are announced via weekly communications folders, regular emails from the principal and updates on Facebook, Twitter and our Web site. When students see parents and other adults investing in their school, they have a sense of belonging and investment which translates into better achievement scores and sense of well-being.

A warm relationship exists between the parish and the school. Students regularly participate at Sunday Mass. In turn, the parishioners are invited to monthly student-organized liturgies and school concerts held in the church. Students and families regularly volunteer with parish programs such as the St. Vincent

DePaul Society, OMC Catholic Youth Organization, Manna, the OMC Spirituality Committee and visits to the Sisters of St. Joseph retirement community.

Community organizations provide additional educational and service opportunities for students. For example, OMC partners with the Woodmere Art Museum and the Free Library of Philadelphia for field trips and after school programming. Additionally the Connelly Foundation recently awarded OMC a grant to fund trips to cultural institutions such as the Philadelphia Art Museum and the Academy of Natural Sciences.

As a tuition driven school OMC relies on community partners to provide financial assistance to students. Among the groups providing tuition assistance and grants are BLOCS (Business Leaders Organized for Catholic Education), the Children's Scholarship Fund of Philadelphia, Chestnut Hill Business Association, and the Connelly Foundation. Additionally, sixteen companies participate in OMC's Gift Card Program which provides financial rebates and tuition discounts when gift cards are purchased.

OMC also gives back to the community through visits to local nursing homes, participation in Chestnut Hill Business Association programs, and as a Chestnut Hill Youth Sports Club sponsor. Students also engage in service projects benefiting outside organizations such as Alex's Lemonade Stand, Nothing but Nets, and UNICEF.

### **3. Professional Development**

OMC teachers participate in professional development activities such as workshops, college classes, and conferences. Professional development days are built into the yearly school calendar and are provided at the local, district, and Archdiocesan level. The principal designates portions of faculty meetings for professional development based on interest or educational trends. Additional opportunities for development are provided by the Office of Catholic Education. Upon completion of these professional development opportunities, faculty members are invited to share the new information with their colleagues and incorporate it into their lesson plans when appropriate. Certified teachers are mandated by the state of Pennsylvania to obtain 180 Act 48 hours every five years.

In-service days provide the opportunity for shared knowledge, and offer a chance for discussion among colleagues on how to best implement new information regarding educational trends and best practices. Open discussions are often held at faculty in-services. In this way, all faculty members including teachers, the principal, and subject coordinators maintain an active dialogue to develop methodologies for student success.

While the Archdiocese does not have an official policy regarding professional development, it does mandate that teachers complete Religious certification by the end of their sixth year of teaching. Each teacher must procure sixteen credit hours in catechetical formation by the end of his/her eighth year of teaching.

### **4. School Leadership**

The Archdiocese of Philadelphia's Office of Elementary Education sets policy and oversees individual school compliance with state regulations for student education. The principal and pastor lead the students, teachers, staff, and administration in order to uphold OMC's tradition of academic excellence and Catholic values. The collaboration between principal and pastor serve as an example to the school and provides a safe, structured and positive school climate where all are treated with respect and dignity while recognizing their own self-worth. The pastor and principal also determine school policy regarding budgeting and finances, organization of committees, and allocation of resources for operation of the physical plant.

The principal provides open lines of communication and promotes partnership among parents, faculty, staff and the community. Day to day leadership within the school is also the distinct responsibility of the principal. Responsibilities include oversight of curriculum and instruction, recruitment and retention of qualified Catholics for teaching positions, and the supervision and evaluation of all faculty, staff, and

support personnel. Finally, the principal is the primary contact between OMC and the Archdiocese's Office of Catholic Education, and is the liaison between the pastor, Advisory board, parents, and students.

Parents support the mission of the school within the home, and serve in leadership roles through the Home and School Association and the School Advisory Board. These two bodies work in conjunction with the pastor and principal to provide long-term planning and the coordination of volunteer and fundraising activities.

Stakeholders in the school's leadership have collaborated on accomplishing many goals benefiting the educational environment at OMC. A specific example would be the attempts over the last five years to raise the academic and spiritual profile of the school. OMC Parish School faced an uncertain future because of static enrollment and declining participation by parish families. The pastor, principal and School Advisory Board created a Strategic Plan in 2009 that would increase the academic, spiritual, and extracurricular rigor of the school. They then executed the Strategic Plan in conjunction with the Home and School Board, which organized volunteer efforts to make the school part of the larger parish and local community while at the same time providing funding for expanded programs. This has allowed OMC to raise enrollment to almost full capacity while at the same time increasing the school's benchmarks of academic achievement.

## 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	\$5450
1	\$4690
2	\$4690
3	\$4690
4	\$4690
5	\$4690
6	\$4690
7	\$4690
8	\$4690
9	\$0
10	\$0
11	\$0
12	\$0

4. What is the educational cost per student?      \$5450  
(School budget divided by enrollment)
5. What is the average financial aid per student?      \$1257
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?      10%
7. What percentage of the student body receives scholarship assistance, including tuition reduction?      37%

## PART VIII - ASSESSMENT RESULTS

### REFERENCED BY NATIONAL NORMS

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Terra Nova 3 Common Core with InView</u>
<b>Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>2012</u>
<b>Publisher:</b> <u>McGraw Hill</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	78	86	79	75	59
Number of students tested	22	19	21	15	15
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:** There were not 10 or more tested students in any subgroup. As per the Philadelphia Archdiocesan directive only grades 2, 4,5,6,7 were tested.

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Terra Nova 3 CVommon Core with In View</u>
<b>Grade:</b> <u>5</u>	<b>Edition/Publication Year:</b> <u>2012</u>
<b>Publisher:</b> <u>McGraw Hill</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	78	77	87	51	74
Number of students tested	22	23	14	14	15
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:** There were not 10 or more tested students in any subgroup. As per the Philadelphia Archdiocesan directive only grades 2, 4,5,6,7 were tested.

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Terra Nova 3 Common Core with In View</u>
<b>Grade:</b> <u>6</u>	<b>Edition/Publication Year:</b> <u>2012</u>
<b>Publisher:</b> <u>McGraw Hill</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Average Score	72	82	66	81	70
Number of students tested	20	14	12	19	18
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:** There were not 10 or more tested students in any subgroup. As per the Philadelphia Archdiocesan directive only grades 2, 4,5,6,7 were tested.

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Terra Nova 3 Common Core with In View</u>
<b>Grade:</b> <u>7</u>	<b>Edition/Publication Year:</b> <u>2012</u>
<b>Publisher:</b> <u>McGraw Hill</u>	<b>Scores are reported here as:</b>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	80	62	79	71	69
Number of students tested	11	13	18	20	22
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:** There were not 10 or more tested students in any subgroup. As per the Philadelphia Archdiocesan directive only grades 2, 4,5,6,7 were tested.

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Terra Nova 3 Common Core with In View</u>
<b>Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>2012</u>
<b>Publisher:</b> <u>McGraw Hill</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	86	86	85	81	69
Number of students tested	22	19	21	15	15
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:** There were not 10 or more tested students in any subgroup. As per the Philadelphia Archdiocesan directive only grades 2, 4,5,6,7 were tested.

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Terra Nova 3 Commopn Core with In View</u>
<b>Grade:</b> <u>5</u>	<b>Edition/Publication Year:</b> <u>2012</u>
<b>Publisher:</b> <u>McGraw Hill</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	84	84	78	64	83
Number of students tested	22	23	14	14	15
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:** There were not 10 or more tested students in any subgroup. As per the Philadelphia Archdiocesan directive only grades 2, 4,5,6,7 were tested.

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Terra Nova 3 Common Core with In View</u>
<b>Grade:</b> <u>6</u>	<b>Edition/Publication Year:</b> <u>2012</u>
<b>Publisher:</b> <u>McGraw Hill</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	79	81	83	84	83
Number of students tested	20	14	12	19	18
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:** There were not 10 or more tested students in any subgroup. As per the Philadelphia Archdiocesan directive only grades 2, 4,5,6,7 were tested.

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Terra Nova 3 Common Core with In View</u>
<b>Grade:</b> <u>7</u>	<b>Edition/Publication Year:</b> <u>2012</u>
<b>Publisher:</b> <u>McGraw Hill</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	82	83	87	85	74
Number of students tested	11	13	18	20	22
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:** There were not 10 or more tested students in any subgroup. As per the Philadelphia Archdiocesan directive only grades 2, 4,5,6,7 were tested.