

***U.S. Department of Education***  
***2015 National Blue Ribbon Schools Program***

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[ ] Public or [X] Non-public

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

Name of Principal Joan Felicia O'Reilly, IHM

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

Official School Name Saint Agnes Catholic School

(As it should appear in the official records)

School Mailing Address 211 W. Gay Street

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

City West Chester      State PA      Zip Code+4 (9 digits total) 19380-2916

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

Telephone 610-696-1260      Fax 610-436-9631

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

Twitter Handle @sjftweets      Facebook Page saintagnesschoolwc      Google+ \_\_\_\_\_

YouTube/URL saintagnesschoolwc      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 Archdiocese of Philadelphia      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**

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**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

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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. 8 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	8	8	16
K	30	20	50
1	22	22	44
2	20	20	40
3	13	15	28
4	22	18	40
5	25	21	46
6	15	14	29
7	13	16	29
8	23	21	44
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
<b>Total Students</b>	191	175	366

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 2 % Asian
  - 2 % Black or African American
  - 5 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 87 % 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: 1%

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	1
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the 2013-2014 school year	1
(3) Total of all transferred students [sum of rows (1) and (2)]	2
(4) Total number of students in the school as of October 1	366
(5) Total transferred students in row (3) divided by total students in row (4)	0.005
(6) Amount in row (5) multiplied by 100	1

7. English Language Learners (ELL) in the school: 3 %  
10 Total number ELL  
 Number of non-English languages represented: 3  
 Specify non-English languages: Spanish, Chinese, Filipino
8. Students eligible for free/reduced-priced meals: 7 %  
 Total number students who qualify: 24

9. Students receiving special education services: 2 %  
7 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>4</u> Specific Learning Disability          |
| <u>0</u> Emotional Disturbance | <u>0</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	1
Classroom teachers	20
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	7
Paraprofessionals	0
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	0

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 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	97%	97%	97%	97%	97%
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. 1990

15. Please summarize your school mission in 25 words or less: Our mission develops students spiritually, intellectually, physically, emotionally, and socially in a faith-based environment that inspires integrity, citizenship, leadership and service to others.

## **PART III – SUMMARY**

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Saint Agnes Catholic School opened its doors in 1872 under the leadership of the Sisters Servants of the Immaculate Heart of Mary. Today, Saint Agnes' pastor and principal partner to ensure Saint Agnes School continues our over 140-year tradition of providing academic excellence and Catholic values for our students, ranging from Pre-K through grade eight. Our students are predominantly Catholic; however, students of various religious affiliations, cultural traditions and socioeconomic levels are welcomed and enrolled. Saint Agnes Parish, the fifth oldest parish in the Archdiocese of Philadelphia, is an integral part of the vibrant community of West Chester, Pennsylvania. Our location in the borough of West Chester offers walking class trips to such locations as the Chester County Historical Society and West Chester University Planetarium. Saint Agnes is a member of West Chester Chamber of Commerce and participates in many community events.

Saint Agnes School is fully accredited by the Middle States Association, most recently in 2014, and is a member of the National Catholic Education Association (NCEA). The mission of our school is to develop every student spiritually, intellectually, physically, emotionally, and socially in a joyful, faith-based environment that inspires integrity, citizenship, leadership and service to others in the Church and in the world. This mission includes the belief that education is a responsibility shared by the student, the family, the faculty, and the parish community.

Our core curriculum challenges students to become 21st century learners and lays the foundation for students to develop exceptional character and reach their maximum potential spiritually and academically. Our math curriculum provides three algebra 1 tracks to challenge each student to his or her maximum potential and prepare for secondary level math. The Lab Learner™ science education program provides a fully equipped in-school laboratory for hands-on learning. Dedicated Spanish, art, technology, music and library teachers provide expertise in their respective areas. Our 7th and 8th grade students participate in both Chester County History Day and Science Fair.

The implementation of the Common Core Standards promotes the development of higher-level thinking and creative problem solving. Different learning styles are addressed through the use of a wide variety of instructional materials. In 2008, Saint Agnes School became one of only two Catholic schools in Chester County to provide a dedicated Learning Support classroom and teacher to help students with needs in the areas of math, reading, study, and organizational skills. Since 2012, every classroom has a SMARTboard, integrating technology into the curriculum and encouraging active learning. A grant writing committee is in place to identify and solicit grant opportunities, such as: the Anna Maria Maggio Foundation grant received to purchase twenty iPads, the Lasko Family Foundation grant received to purchase ten iPads, and the Foundation for Catholic Education grant received to purchase four iPads.

Over 50% of our faculty holds master degrees, and the majority of the remaining teachers are working toward their advanced degree. Teacher development includes partnership with West Chester University, peer-to-peer education such as Technology Thursdays, Foundation for the Achievement of Mathematical Excellence instruction, Peace Praxis training, and Safety Programs with Chester County Emergency Services. Our school is fully equipped with Raptor identification for school visitors, electronic locks, security cameras, and emergency response procedures. Teachers also participate in Archdiocesan and Chester County Intermediate Unit training sessions to continually advance our teaching strategies.

The Saint Agnes Education Endowment Fund supports our teachers, school curriculum and students. This on-going parish-wide endowment program, created in 2008, strengthens Catholic education at Saint Agnes for the long term. Saint Agnes School is the only Catholic elementary school supported by an endowment in the Archdiocese of Philadelphia. Investment proceeds can and have been used for faculty incentives and bonuses, curriculum improvement and new program development and tuition assistance.

Students share their time and talents with the community through our annual Mission Fair, Thanksgiving Food Drive, and Christmas Caroling, as well as through many service activities, such as Altar Serving, Scouting, Choir and Student Council. Our Social Justice committee has partnered with Locks of Love and

the Juvenile Diabetes Research Foundation. The Peace Praxis Program, in place since 2010, engages, empowers and transforms students in healthy ways, supporting diversity, awareness and understanding. Our Prayer Partner Program pairs upper-grade with lower-grade students each school year to provide service and enrichment activities in order to strengthen relationships and exemplify the shared responsibility to others. Our active Catholic Youth Organization engages our families in spiritual, social, service and athletic programs. Students can participate in numerous after school activities including our award-winning Saint Agnes Scoop newspaper, cooking, chess, running, and drama clubs.

Our goals of excellence in education, exceptional character, and faith formation drive our school. The shared responsibility of our students, families, and faculty and parish community to reach these goals is the cornerstone of Saint Agnes School.

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

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

The core curriculum at Saint Agnes Catholic School in accordance with the guidelines of the Archdiocese of Philadelphia prepares students for academic success. During the 2011-2012 school year, Saint Agnes implemented the Common Core State Standards to our language arts and mathematics curriculums adding rigor and relevance in all instructional levels. Our science curriculum is based on the Lab Learner™ Program; a program which expands our students' scientific thinking and reasoning, and as early as next year, our social studies curriculum will adopt the Common Core State Standards. Through collaboration, critical thinking, and problem solving, our ever changing curriculums are moving our students into 21st Century Learning.

English Language Arts (ELA) –English Language Arts is thoroughly integrated across the curriculum; focusing primarily on reading, writing, speaking, and listening skills. Students develop knowledge in the areas of comprehension, fluency, phonics, vocabulary, spelling, writing, grammar, and oral expression. At each grade level, students are introduced to a variety of genre that builds upon their knowledge in all content areas. Students engage in conversations about literature, and purposeful writing is used to expand higher-level thinking. Vocabulary is enhanced through reading, and comprehension is not just understanding what was read, but rather what was interpreted. To ensure that heterogeneous groups of below and above average students are challenged, formative and summative assessments are often completed collaboratively. Stronger ELA students are also branched into “closed groups” where analyzing, questioning, interpreting, and justifying what is read is required. Weaker ELA students have the option of attending a learning resource room where assignments can be modified to fit their academic ability.

Mathematics –Our math curriculum moves from the basic understanding of number operations to the more challenging mathematical concepts offered in Algebra. Topics surrounding the curriculum include: number operations, ratios, measurement, data, probability, geometry, and algebraic thinking. Problem solving skills are taught to enhance critical thinking. Teacher focus is not just on the memorization of concepts but rather accurately selecting the best mathematical solution. Students learn to solve real-world problems, and accurately calculate equations. In order to meet the needs of all students, students entering fifth grade are grouped homogeneously by mathematical ability. Students can then enter Honors Math, Advanced Math, and On-Level Math. A full-time learning resource teacher is available to work with below average students in all grade levels. To enhance the curriculum at all levels of instruction, Simple Solutions, a supplemental math program is used daily to ensure long-term retention of mathematical concepts.

Science – Our Science Curriculum is enhanced by the Lab Learner™ Program. This program introduces students to various aspects of earth, space, life and physical science through weekly investigations in the lab. This is a cross-curricular program which provides hands-on science instruction from first to eighth grade. Through investigative lessons, students apply reading, writing, communication and mathematics to deep, insightful scientific problem solving. To meet the academic needs of all students, regardless of ability, an array of evaluation criteria is used to assess curriculum topics. The Lab Learner™ Program uses a variety of summative and formative assessments that allow students to reflect on the discoveries of science. Annually, our 8th Grade students compete in the Chester County Science Research Competition; a true assessment of the effectiveness of our researched-based, hand-on science curriculum.

Social Studies – Communities, world history, government, and cultures of the past and present outline the social studies curriculum for grades 1-8. The curriculum is taught with the concept of developing the 21st Century Student. Critical thinking, problem solving, media literacy, and adaptation are incorporated in collaborative project-based assessments. We focus on providing factual information, while incorporating communication, leadership, and responsibility; positive lifelong skills for all students to achieve regardless of their academic ability. A modified learning curriculum is provided to students in grades 3-8 who lack the academic ability to comprehend historical information at a rigorous pace. To reinforce concepts through the use of SMARTboards and technology, students link history with the customs and traditions of people worldwide. Annually, 7th grade students compete in National History Day; a day where students display

their research through presentation, writing, speaking, and a visual project. Original work is reviewed by independent judges. Each year we have students who advance to upper level competition.

## Curriculum Pre-K

Saint Agnes School full time Pre-K Program follows the guidelines of the Archdiocese of Philadelphia for early childhood education. Both math and reading programs correlate to the Pennsylvania Learning Standards for Early Childhood Education. Integrated language arts include activities that strengthen the skills of listening, speaking, thinking and pre-writing using the reading readiness program, 'Happily Ever After'. Additional activities, organized within the content of religion, social studies, science, music and movement, large and small motor activities and art complement and reinforce basic skills. The many and varied learning experiences reinforce the students' interest in school, enrich their ability to learn, and generally prepare them for the primary grade curriculum standards.

Pre-K and kindergarten teachers meet monthly to discuss curriculum plans and direction. Additionally, they meet with first and second grade primary teachers to discuss the correlation between reading programs. Currently, a teacher is working towards certification in the Wilson Reading Program to consider a Wilson based program for next year.

## 2. Other Curriculum Areas:

Religion-Our religion curriculum in grades Pre-K through 8 empowers our students to live the message of the Gospel and foster a community of practiced Catholic faith while, at the same time, inspires integrity, leadership, citizenship, and service to others in the church and in the world. Daily instruction focuses on: the teachings of Jesus Christ, sacraments, prayer, and Catholic history through traditions and heritage. Sacramental preparation is offered in grades two and six. In addition to monthly school liturgies, individual grades Pre-K through 8 attend assigned weekly Masses and participate in shared service projects and activities with our Prayer Partner Program.

Art – The Art curriculum follows the guidelines developed by the Archdiocese of Philadelphia. The objective is to introduce and develop art skills while incorporating the elements of art and principles of design. It is achieved by familiarizing students, in grades K-8, with artists and art history. Our mission is to build an appreciation of art by introducing skills and techniques used in a variety of medium which encourage confidence and creativity in all our students. Art instruction is given on a weekly basis.

Music - The Music curriculum of the Archdiocese of Philadelphia is designed to broaden a student's general knowledge of basic musical skills and concepts at all levels of elementary education. Through weekly participation in the music program, students in K-8 develop a deeper appreciation of liturgy, ethnic cultures, and musical styles. Music holds a prominent place in the spectrum of arts and is of paramount importance in the development of the whole child. Additionally, children have the opportunity to participate in music lessons from K-8, join the band in grade 4, participate in Honors Chorus, and the Piano Guild.

Physical Education –Weekly instruction is given to students K-8th grade. Physical Education enables students to learn the value of teamwork, cooperation, perseverance, and respect for themselves and others. A healthy lifestyle is encouraged through fun and educational activities including exercise and nutrition awareness. Students participate in the Presidential Physical Fitness Program and Hoops for Heart.

Technology- Students in grades K-8 attend computer and library classes weekly where they learn to research and use various multimedia presentation tools. Students have access to a computer lab and iPad cart. Classrooms are equipped with computers, iPads, Apple TV, and interactive white boards. Beginning with keyboarding classes in the lower grades, a solid grasp of technology skills is fostered in our school each and every day. We strive to uphold a curriculum that correlates with the National Technology Standards for Students (NETS). We also follow an Acceptable Use Policy to promote safe and ethical use of the Internet and all other technologies. Technology has become an essential part of daily life and we incorporate cutting-edge technology in our school to enrich the ways in which our teachers teach and our students learn.

Library- Weekly classes are offered to students in Pre-K through 6th grade. Teachers plan lessons with the librarian and computer teacher in order to integrate technology across the curriculum. Using Understanding by Design (UBD) lesson plans, teachers complete various project based learning activities.

Spanish-Saint Agnes School is in compliance with the program's foreign language requirements. Every student in grades K-8 receives Spanish instruction. In accordance with the United States Department of Education our 7th and 8th grade students take a foreign language, Spanish, during the regular school day for 55 minutes per week for a full year. Students in grades K-6 attend Spanish class weekly throughout the year for 30 minutes. Students are engaged in reading, writing, and speaking. Ample opportunities are provided to witness and experience culture through media and technology.

Pre-K/Kindergarten Science Program: Think Like a Scientist is a weekly early childhood science education program that exposes young children to science experiences that allow them to explore the natural world around them. The program consists of a series of interactive and hands-on science experience. This program parallels the objectives of The Lab Learner™ Science Program that students will experience in first grade.

Pre-K Physical Education Program: Soccer Shots is a weekly early childhood education program designed to increase psychomotor development through fun fitness activities. This program is developmentally appropriate and tailored specifically for younger children. Each lesson is infused with enthusiasm and structured activity that promotes team dynamics, character formation through life lessons such as honesty, sharing, respect, and positive attitudes.

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

The faculty of Saint Agnes is devoted to cultivating an environment that promotes a cross-curricular application of reading and writing in religion, math, social studies, and science.

At each grade level, the teachers differentiate instruction based upon academic ability and learning style. Teachers develop lessons allowing them to monitor the progress of students, assess their achievement in order to provide remedial assistance and enrich the curriculum depending on a student's needs. Differentiated instruction in the classroom addresses the individual needs of all students. Flexible grouping lessons are used to meet the needs of students who are on-level, in need of strategic intervention, or are advanced. The faculty also enriches the curriculum by providing field trips, school assemblies, and the opportunity to enter into contests.

Saint Agnes follows the Response to Intervention Three -Tiered System from the State of Pennsylvania to modify the needs for students with special needs.

- Tier One is differentiated instruction given for various learning styles and multiple teaching strategies.
- Tier Two includes children who have skill deficits.They are referred to the Chester County Intermediate Unit (CCIU) or to the Instructional Support Team (IST).
- Tier Three includes children tested and needing specialized instruction. The learning resource teacher monitors and supports these children while coordinating with CCIU specialists.

To support students who have learning deficiencies in both math and reading, we have a Learning Resource Center with a full-time resource teacher who modifies instruction to help students succeed. The school utilizes the Chester County Intermediate Unit (CCIU) specialists for guidance counseling, speech, math, and reading.

In grades 5 through 8, students who have met the criteria for an Honors Math Program are given the opportunity to be challenged. Guidelines for the program state that a student must have a CSI in the range of 125 or above, and standardized test scores must be above the 90th percentile in math and exceed the 85th

percentile in reading. Students must also achieve a 90% or higher to remain in the program for all four years. An Acuity Online Standardized Test will be administered in June of their eighth grade year to ensure student achievement has been met and that these students can enter high school at the Algebra II/Geometry Level.

Student tutors, volunteers, parents and retired teachers, work one on one with students who need additional support in various academic areas and administer fluency and comprehension tests at various grade levels.

Technology, integrated across the curriculum, is used to video, create presentations, complete project based assignments and model different ways to solve problems to support all levels of instruction. Every classroom is equipped with SMARTboards, student computers, iPads and curriculum appropriate applications to strengthen specific math and reading skills.

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

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

Saint Agnes Catholic School assesses students using the Terra Nova Test, a nationally norm-referenced test published by CTB/McGraw-Hill. This battery of tests is in multiple choice and open-ended question form. The In-View component, which measures cognitive abilities, includes verbal reasoning, sequence analogies, and quantitative reasoning. The test is administered yearly to students in grades three to seven. In both 2013 and 2014, Saint Agnes met the Mean Scale Score of the 85th percentile for the National Score Norms in both reading and mathematics. This powerful testing tool continues to guide future instruction and learning for all of our students.

Our standardized test scores are consistently in the above average range, and in most areas, we are higher than the national percentiles. Vocabulary and Science have been our two areas of weakness. Teachers have proposed strategies to strengthen these areas of instruction, and changes in the curriculum alignment for the Common Core State Standards will help to improve these areas.

The performance trends we find in our school indicate that teachers are challenging students, and as teachers continue to test students through innovative and challenging performance assessments, and measure success through the use of rubrics, our hope is that our students will continuously improve in standardized test taking.

In mathematics, teachers have changed the way they are instructing to a more active approach, and we have incorporated Simple Solutions; a daily cumulative review of mathematical concepts. The results of the 2014 Terra Nova showed every class increasing their math scores, and in the past two years, we have had a 95% passing rate on the Pennsylvania State Keystone Algebra I Exam.

Teachers are using technology on a daily basis, and in addition to the computers and SMARTboards, teachers are using iPads to have students continuously apply, practice, research, and learn.

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

Terra Nova testing data are just one means of assessment used to determine student growth. Teachers regularly use publisher tests, teacher made tests, performance assessments, oral presentations, group and individual projects, writing pieces, public speaking, and creative presentations as means of assessment. Both formative and summative assessments are used. Information gathered from testing is used to direct instruction and to guide curriculum and textbook series decisions.

Assessment data are used systematically to improve instruction and student learning. Teachers review the Terra Nova testing results in order to find the strengths and weaknesses and to create a learning plan that will provide opportunities for growth and to provide the basis for flexible group instruction within the classroom. Data provided from the Terra Nova testing provides a snapshot of the ability of the students and where they are able and where they should achieve.

Teachers share classroom and other test results, as needed, with our learning support teacher and the Instructional Support Team. Students are then able to work on specific skills, review previously taught information, learn at a slower pace, or gain the academic support needed for success.

Assessment results are used to inform parents, students and the community of students' academic achievement. Standardized test results are shared with parents in written form before the end of the school year. At our Home and School meeting the principal reviews the highlights of the Terra Nova results. Parents have full access to student grades using our student information system, My Students Progress (MSP). Parents are easily able to email teachers from MSP. Parent conferences are scheduled at the end of the first trimester, although teachers are available for consultation with parents at any time.

Each year the principal initiates a one on one conference with each eighth grade student to review his/her permanent record card and standardized test results. Our marketing team sends out periodic information to the local papers regarding academic awards, and honors our recipients. Traditionally, full and partial scholarships from the surrounding high schools have been offered to numerous high achieving Saint Agnes students. We also pride ourselves on having the most Neumann scholars within Chester County.

## **Part VI School Support**

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

Saint Agnes Catholic School prides itself on having a school climate where students feel safe, supported, academically challenged, and socially engaged.

Our school safety committee, (consisting of administration, faculty, parents, and community members) meets regularly to ensure all safety issues are addressed. Monthly safety drills are held so students understand what to do in emergency situations.

We have implemented a Peace Praxis Program to ensure positive peer relationships within our school environment. Weekly classroom lessons and activities are prepared to reinforce positive behaviors and the development of learning mutual respect regardless of students' cultural or social differences.

Students have a meaningful connection to our school through their participation in Student Council. Fifth through eighth graders are elected to represent the entire student body. Student Council meets bi-weekly to generate ideas, discuss concerns, and to help ensure the collaboration of the school community. Their ideas are respected, considered, and evaluated by both principal and teachers. Many implemented Student Council activities are long standing school traditions beloved by students, parents, and faculty alike.

After school activities are available for students to develop and strengthen their given talents. To ensure that our students are well-rounded they have the opportunity to participate in a variety of clubs such as drama, chess, newspaper, cooking, and scouts. Athletically, our Catholic Youth Organization unites the parish and school community by providing opportunities for the youth of the parish to participate in soccer, field hockey, football, lacrosse, basketball, baseball, softball, and track. In developing team unity, both on and off the fields, each CYO team is required to provide service to various organizations within the West Chester Community.

Teachers feel valued and supported at Saint Agnes School. Parents appreciate the professionalism of the teachers and value their dedication. The Home and School Association runs an array of yearly fundraisers to assist with the expenses of teachers' continuing educational costs and recognizes their exemplary work by providing monetary gifts.

In 2008, The Saint Agnes Educational Endowment was established to provide additional financial support to the school community. With over a million dollars raised to date, the endowment generously provides tuition assistance, financially supports school programs, and disburses teacher incentives to educators who exemplify and model outstanding achievement within their field.

Teachers are also elected to represent the faculty on the School Advisory Council and the Home and School Association. Both committees continuously look ahead to improve the entire community of Saint Agnes.

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

Saint Agnes School partners with our families and the surrounding community to grow and strengthen our school through community connections, social justice awareness, and outreach programs.

Uniquely located in the historic borough of West Chester, Pennsylvania, Saint Agnes School is able to connect with the community to help support our programs as well as theirs. A three year collaborative effort with the Independence Blue Cross Foundation offers our middle-grade students an aggressive wellness program: exposure to healthy foods and eating habits, enhanced health screenings, and fitness programs. Through our membership in the local Chamber of Commerce, many businesses have become willing partners and providers of resources. From invitations to host community Gallery Walks, contributions to Historical Society events, and participation in town parades, to faculty interviews

conducted by our local radio station and visits on Career Day, we are immersed in the heart of our neighborhood.

Saint Agnes School also reaches out to surrounding universities as resources. The nursing students of Villanova University share healthy living programs with our students annually. Professors and students of West Chester, Immaculata, and Villanova Universities have interacted through after school writers' workshops and our national award-winning Newspaper Club; field trips to West Chester campus' planetarium, writing, and technology centers; on-going cooperative learning programs between college and grade school students; and invaluable teacher training in the areas of mathematics (FAME), technology, and writing, as well as grant-writing.

Our emphasis on social justice engages children in citizenship, service, and mentoring activities. We have incorporated a Peace Praxis Program in which each homeroom shares in a morning meeting to discuss themes such as respect, manners, cultural awareness, and communication skills.

Every grade performs multiple acts of service. Our seventh grade curriculum devotes its entire year to service. Service programs include Locks of Love, Jingle Bell Day (Juvenile Arthritis), Silly Sox Day (Juvenile Diabetes), Cradles to Crayons, West Chester University Bear Fair, and ConKerr Cancer.

To welcome new families into the Saint Agnes community, our Mentor Family Program matches new families with veteran families to help guide them throughout the school year. Mentoring carries over into our school day through our Prayer Partner Program, in which older students are partnered with younger students for activities, service, and guidance.

Our families support parish initiatives such as; food and clothing drives, holiday gift-giving that benefit the less fortunate, reaching out to the homebound through Christmas caroling, visiting local nursing homes, and assisting our Hispanic school families by hosting tuition assistance fundraisers.

### **3. Professional Development**

Our school's academic success and student achievement are directly tied to our belief in team-based professional development. We know that an important key to success is ongoing, collaborative, and flexible professional development. Currently, over half of our faculty holds master's degrees with many more in the process of earning one. All teachers at Saint Agnes are aware of their need to keep up with change in curriculum and technology. We believe that our professional development plan as a faculty needs to be ongoing and not presented in unconnected one-day workshops. (Teachers individually, however, attend grade specific in-service credits as needed.)

Saint Agnes Parish shows its commitment to professional development by providing financial assistance for workshops, seminars, conferences and graduate level classes. The Saint Agnes Endowment Fund provides additional financial resources to support individual and grant-funded professional development programs. Both the Chester County Intermediate Unit (CCIU) and the Office of Catholic Education for the Archdiocese of Philadelphia provide professional development opportunities for teachers and administrators. The CCIU provides tuition reimbursement for these classes and workshops.

Our faculty contributes to curriculum development, analyzes and assesses student learning, contributes to professional work teams, and ensures a safe and secure environment. Our administration and faculty have focused collaboratively on four major areas to meet the needs of our students: technology, math, Peace Praxis, and school safety. Currently, through a partnership with West Chester University, in-service classes are taken (on site and on campus) and an online class titled: "iPad course for Saint Agnes" (a registered app on iTunesU). Technology Thursdays, held monthly, offer a "lesson study" based sharing time. In collaboration with and through a grant provided by the Foundation for the Achievement of Mathematical Excellence (FAME) we concentrated on professional development to promote geometric and algebraic thinking. Other in-service programs support our Peace Praxis (Responsive Classroom) and Safety Programs (Chester County Emergency Services).

Teachers and administrators within our school have participated in conferences sponsored by the Connelly PACT Summer Institute, Safe School Conference (in Hershey, Pa.), NCEA (National Catholic Educational Association), NCTM (National Council of Teachers of Mathematics), and American College of Musicians/National Guild of Piano Teachers.

Teachers and administrators are current members of the Archdiocese of Philadelphia Curriculum Committees (1995-present), the Catholic Library Association Regional Chapter, ASCD, and EdTech. All in-service topics are shared with parents during Home and School meetings.

#### **4. School Leadership**

The organizational design of Saint Agnes School consists of a partnership between the Pastor and the Principal, which is founded in the beliefs of the school's mission and core values. The school leaders believe that student learning is the fundamental purpose of the school, ensuring that the philosophy of educating our students in a faith-based environment inspires integrity, leadership, and service to others and the Church. The Pastor, the chief administrator of the school, plays an active role in the faith formation of the students. He celebrates first Friday Mass for the school community, has Benediction during specific liturgical seasons, hears the students' confessions throughout the year and presides over the Sacrament of Eucharist for our second graders. The Principal, as the spiritual and primary academic leader, is responsible for the management, day-to-day operations, and business of the school as directed by the Archdiocese of Philadelphia. Policies are developed and implemented through the input or recommendation provided by the Pastor, Principal, Faculty, School Advisory Council, Home and School Association, Parish Finance Committee, and parents. Under the guidance of the school administration, the faculty is fully vested in developing every student spiritually, intellectually, physically, emotionally, and socially in a joyful environment.

The school's administrators co-actively foster positive interactions and relationships among students, faculty and parents. A spirit of cooperation and fellowship among our administration, faculty, and staff is an effective Christian model for our students. As young disciples of the 'Good News', students are recognized monthly at our school Mass for living the Gospel of Jesus Christ.

The leadership of our teachers is evident in the excellent educational opportunities they provide daily for our students. All aspects of our school community provide an opportunity through which each student is encouraged to maximize his/her individual potential both spiritually and academically. We endeavor to develop people of vision and courage with strong moral character who will be prepared to assume leadership and active roles in the Church and society.

As educators of future generations, the school community accepts the challenges of preparing our students for the 21st century. The deep roots that have been planted and the young minds that have been cultivated during the past 142 years transcend the school and its members to be a school of excellence in the service of God and others.

## PART VII - NON-PUBLIC SCHOOL INFORMATION

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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	\$3550
1	\$3550
2	\$3550
3	\$3550
4	\$3550
5	\$3550
6	\$3550
7	\$3550
8	\$3550
9	\$0
10	\$0
11	\$0
12	\$0

4. What is the educational cost per student?      \$5100  
(School budget divided by enrollment)
5. What is the average financial aid per student?      \$1768
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?      0%
7. What percentage of the student body receives scholarship assistance, including tuition reduction?      98%

## PART VIII - ASSESSMENT RESULTS

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### REFERENCED BY NATIONAL NORMS

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Terra Nova 3</u>
<b>Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>2012</u>
<b>Publisher:</b> <u>CTB 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	83	69	65	68
Number of students tested	38	47	24	32	46
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:**

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Terra Nova 3</u>
<b>Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>2012</u>
<b>Publisher:</b> <u>CTB 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	79	72	74	71
Number of students tested	46	28	34	42	37
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:**

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Terra Nova 3</u>
<b>Grade:</b> <u>5</u>	<b>Edition/Publication Year:</b> <u>2012</u>
<b>Publisher:</b> <u>CTB 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	Jan	Jan	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	90			65	66
Number of students tested	30			47	52
Percent of total students tested	100			100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	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:** Fifth grade did not take the Terra Nova in all years.

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Terra Nova 3</u>
<b>Grade:</b> <u>6</u>	<b>Edition/Publication Year:</b> <u>2012</u>
<b>Publisher:</b> <u>CTB 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	81	73	72	69
Number of students tested	32	47	38	34	40
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:**

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Terra Nova 3</u>
<b>Grade:</b> <u>7</u>	<b>Edition/Publication Year:</b> <u>2012</u>
<b>Publisher:</b> <u>CTB 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	92	89	75	75	67
Number of students tested	46	38	37	37	31
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:**

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Terra Nova 3</u>
<b>Grade:</b> <u>8</u>	<b>Edition/Publication Year:</b> <u>2012</u>
<b>Publisher:</b> <u>CTB 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	Jan	Jan	Jan	Mar	Jan
<b>SCHOOL SCORES</b>					
Average Score				71	
Number of students tested				24	
Percent of total students tested				100	
Number of students alternatively assessed					
Percent of students alternatively assessed				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:** Eighth grade did not take the Terra Nova in all years.

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Terra Nova 3</u>
<b>Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>2012</u>
<b>Publisher:</b> <u>CTB 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	81	68	64	64
Number of students tested	38	47	24	32	46
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:**

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Terra Nova 3</u>
<b>Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>2012</u>
<b>Publisher:</b> <u>CTB 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	91	72	70	72
Number of students tested	46	28	34	40	37
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:**

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Terra Nova 3</u>
<b>Grade:</b> <u>5</u>	<b>Edition/Publication Year:</b> <u>2012</u>
<b>Publisher:</b> <u>CTB 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	Jan	Jan	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	81			65	70
Number of students tested	30			48	52
Percent of total students tested	100			100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	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:** Fifth grade did not take the Terra Nova in all years.

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Terra Nova 3</u>
<b>Grade:</b> <u>6</u>	<b>Edition/Publication Year:</b> <u>2012</u>
<b>Publisher:</b> <u>CTB 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	87	84	75	71	68
Number of students tested	32	47	38	34	40
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:**

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Terra Nova 3</u>
<b>Grade:</b> <u>7</u>	<b>Edition/Publication Year:</b> <u>2012</u>
<b>Publisher:</b> <u>CTB 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	86	68	67	70
Number of students tested	46	38	37	37	31
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:**

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Terra Nova 3</u>
<b>Grade:</b> <u>8</u>	<b>Edition/Publication Year:</b> <u>2012</u>
<b>Publisher:</b> <u>CTB 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	Jan	Jan	Jan	Mar	Jan
<b>SCHOOL SCORES</b>					
Average Score				72	
Number of students tested				25	
Percent of total students tested				100	
Number of students alternatively assessed					
Percent of students alternatively assessed				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:** Eighth grade did not take the Terra Nova in all years.