

**U.S. Department of Education**  
**2016 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 Mrs. Jeanne Meredith

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

Official School Name St. Mary Interparochial School

(As it should appear in the official records)

School Mailing Address 440 Locust Street a/k/a Fifth and Locust Streets

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

City Philadelphia      State PA      Zip Code+4 (9 digits total) 19106-3712

County Philadelphia

Telephone (215) 923-7522      Fax (215) 923-8502

Web site/URL http://www.saintmarys.us      E-mail jmeredith@saintmarys.us

Twitter Handle https://twitter.com/SMIPS1      Facebook Page http://www.facebook.com/stmaryinterparochialschool      Google+ \_\_\_\_\_

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

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

\_\_\_\_\_  
(Principal's Signature)      Date \_\_\_\_\_

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

District Name Archdiocese of Philadelphia      Tel. (215) 587-3700

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

\_\_\_\_\_  
(Superintendent's Signature)      Date \_\_\_\_\_

Name of School Board  
President/Chairperson Mr Michael Detweiler Esq.  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

\_\_\_\_\_  
(School Board President's/Chairperson's Signature)      Date \_\_\_\_\_

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

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

## Part I – Eligibility Certification

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The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The public school has met their state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) using the most recent accountability results available for the year prior to nomination.
3. To meet final eligibility, a public school must meet the state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) for the year in which they are nominated (2015-2016) and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2010 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2011, 2012, 2013, 2014, or 2015.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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Data should be provided for the most recent school year (2015-2016) unless otherwise stated.

**DISTRICT** (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- Elementary schools (includes K-8)
  - Middle/Junior high schools
  - High schools
  - K-12 schools
- TOTAL

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

2. Category that best describes the area where the school is located:
- Urban or large central city
  - Suburban with characteristics typical of an urban area
  - Suburban
  - Small city or town in a rural area
  - Rural
3. Number of students as of October 1, 2015 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	17	13	30
1	9	20	29
2	17	11	28
3	12	19	31
4	12	19	31
5	10	14	24
6	16	15	31
7	11	17	28
8	13	13	26
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
<b>Total Students</b>	117	141	258

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 6 % Asian
  - 19 % Black or African American
  - 9 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 64 % White
  - 2 % Two or more races
  - 100 % Total**

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

5. Student turnover, or mobility rate, during the 2014 – 2015 school year: 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, 2014 until the end of the 2014-2015 school year	3
(2) Number of students who transferred <i>from</i> the school after October 1, 2014 until the end of the 2014-2015 school year	0
(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, 2014	258
(5) Total transferred students in row (3) divided by total students in row (4)	0.012
(6) Amount in row (5) multiplied by 100	1

6. English Language Learners (ELL) in the school: 0%  
3 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):  
Spanish, Chinese, Polish, Portuguese, Italian

7. Students eligible for free/reduced-priced meals: 53%  
 Total number students who qualify: 137

8. Students receiving special education services: 0 %  
0 Total number of students served

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

- |                                |  |
|--------------------------------|--|
| <u>0</u> Autism                | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deafness              | <u>0</u> Other Health Impaired                 |
| <u>0</u> Deaf-Blindness        | <u>18</u> Specific Learning Disability         |
| <u>0</u> Emotional Disturbance | <u>16</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               |

9. Number of years the principal has been in her/his position at this school: 14
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	<b>Number of Staff</b>
Administrators	1
Classroom teachers	10
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	6
Paraprofessionals	1
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	5

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 26:1

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

<b>Required Information</b>	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011
Daily student attendance	94%	95%	91%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

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

Show percentages to indicate the post-secondary status of students who graduated in Spring 2015.

<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. In a couple of sentences, provide the school's mission or vision statement.

St. Mary Interparochial School challenges its diverse student body to grow morally, academically, and socially into passionate, confident, and Christ-centered leaders of the 21st century.

## PART III – SUMMARY

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Students at St. Mary Interparochial School are challenged each day to grow morally, academically and socially into passionate, confident, Christ-centered leaders of the 21st century. Dedicated parents, administrators, members of the Board of Limited Jurisdiction, faculty and staff nurture students' passion for intellectual rigor, creativity in the arts, compassionate community service and spirited athletic competition. St. Mary Interparochial students aspire to remain life-long learners who extend themselves to others, and who possess the strength of character to act on their beliefs. The school's graduates are confident young people who possess the compassion, vision and inner strength to make significant, enduring contributions to the world around them.

Dancing Classrooms Philadelphia, a local non-profit organization, teaches 5th grade students the basics of ballroom dancing while also encouraging and developing confidence and self-esteem, and each spring, before delivering a special performance for St. Mary Interparochial students, the Pennsylvania Ballet conducts a full day of rehearsal in the school's gymnasium, giving students a unique peek behind the scenes. In celebration of the school's Catholic identity, St. Mary Interparochial students plan and participate in Mass each month at two colonial era churches, Old St. Joseph's and Old St. Mary's.

## PART IV – CURRICULUM AND INSTRUCTION

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### 1. Core Curriculum:

The curriculum implemented by St. Mary Interparochial is aligned with the Common Core State Standards (CCSS) and the Implementation Guide of the Archdiocese of Philadelphia. The program provides students of all levels with strong foundational skills in language arts, math, science and social studies. A cross-curricular approach allows students to identify, understand and appreciate the interconnectedness and relevance of content learning.

Reading/English/Language Arts - The Language Arts program provides a solid foundation in the skills and process of literacy. In accordance with current research, the program provides both an authentic context and immersion in the spoken and written word for the development of reading and language skills. Through the integration of technology and participation in activities such as Reading Olympics and Scholastic Books' "Booktalking" program, opportunities abound for students to develop confidence in their presentation skills. Each student is individually supported to become a successful communicator: to read comprehensively, write effectively, speak meaningfully and listen critically, reflecting the mandates of the CCSS. A certified Reading Specialist, provided by Title I, offers individual and small group instruction for students in Kindergarten through 4th grade who need additional support. Through the strategic planning of a student-centered, integrated, cross-curricular approach, learners of all levels become thinking, probing users of language and part of a supportive and enthusiastic community of readers.

Math - The math curriculum develops mathematically confident students who think, reason and solve problems in practical, real-world situations. Across all grades, students are expected to justify and communicate their calculations both orally and in writing. Students use digital devices to create diagrams, graphs and models for the validation of mathematical responses. Computational fluency and accuracy is reinforced through a "math maintenance period" at the start of each day's lesson. In order to meet individual learning needs, whether remediation or enrichment, teachers use online programs, formative assessments, quizzes and group projects. For new and challenging lessons, a flipped classroom approach is sometimes used. Resources and support are also available for parents and guardians to reinforce concepts taught during the school day. Students' mastery of math is evaluated using a performance assessment tool created by the Archdiocese of Philadelphia.

The Honors Math Program begins in 5th grade. Students are selected based on Terra Nova scores (CSI >125, reading composite >80%, math composite >90%) and faculty recommendations, and must maintain their scores and achieve a trimester math grade of at least 90 to remain in the program. Small classes of five to eight students are taught by the Math Specialist, creating year-to-year continuity and allowing for extended project-based learning. Rigorous content is covered at a rigorous pace, with projects and assignments integrating STEM and STEAM education.

Science - Science instruction is based on the Next Generation Science Standards. From Kindergarteners learning about the animals and plants in the Magnolia Garden, to 8th grade students conducting experiments in life, earth and physical sciences, students take a hands-on approach through age-appropriate application of the scientific method. Students in 5th through 8th grade participate in the school's annual Science Fair, for which they select and research a topic, develop and test a hypothesis, document their data in a lab notebook, and prepare and deliver conclusions in an exhibit or visual presentation. The most outstanding projects are entered into city-wide and regional competitions where, in recent years, more than 40% of St. Mary Interparochial's entries have been awarded special recognition in their categories. As part of the STEM/STEAM curriculum, students in 5th through 8th grade also engage with engineers and members of the U.S. Navy to design and construct a remotely operated underwater vehicle to compete in the Philly Sea Perch Challenge. Through the University of Pennsylvania's BioEyes program, younger students learn about lifecycles and older students study principles of genetics by mating zebra fish and observing the development of embryos. The program also reinforces practical lab skills as students utilize microscopes and other equipment and maintain lab notebooks.

Social Studies – The Social Studies curriculum encourages students to become global citizens who uphold democratic principles and serve their community, the nation and the world. Formative, project- and performance-based assessments support a structure for students with various learning strengths and provide opportunities for differentiated instruction. In addition to engaging and challenging coursework focused on research and writing, the study of specific concepts and historical periods is incorporated throughout other disciplines, including music, art, math and technology. To address differences in learning styles, text learning is supplemented by the vast resources available outside the classroom doors. For example, when learning about World War II and the Holocaust, students explore the collections of the National Museum of American Jewish History, and have heard first-hand from a Holocaust survivor about her experience on the Kindertransport.

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

The curriculum at St. Mary Interparochial is further enhanced by the following subjects, which are aligned with the Common Core Standards (CCSS) and the Implementation Guide of the Archdiocese of Philadelphia:

Visual and Performing Arts - Weekly art classes provide all students in Kindergarten through 8th grade the opportunity to study history and techniques and to experiment with painting, sculpture, pottery and other media. Art education is also used to enhance other curriculum areas. For example, students see first-hand the role of math and science in art through lessons in wood turning at the Center for Art in Wood.

All students in Kindergarten through 8th grade also attend music class once a week which combines listening skills, performance opportunities, history and theory. Students who wish to further develop their musical ability are invited to participate in the school's choir and to take private instrumental lessons.

Physical Education / Health - All students in Kindergarten through 8th grade participate in a weekly Physical Education class to build basic skills and enhance strength, flexibility and endurance through developmentally appropriate activities. Students in 5th through 8th grade can choose to participate in after school athletics as members of either club or competitive teams. Health and nutrition are introduced to all students through the science curriculum. Students in 7th and 8th grade also participate in the "Mind Your Brain" program, presented by the Department of Neurosurgery at the University of Pennsylvania, to educate young adults about the risk of head injuries during sports and recreation.

Foreign Language - St. Mary Interparochial is in compliance with the program's foreign language requirements. In the 7th and 8th grades, 100% of students receive 110 minutes of Spanish instruction each week (2 x 55 minutes) throughout the entire school year as part of the regular school day. The challenging curriculum in 7th and 8th grade is designed to prepare students for advanced or honors classes in high school. Mastery of grammar and vocabulary is demonstrated through projects, essays and presentations. Cultural experiences, such as Day of the Dead activities, bring together art, music and other disciplines.

In accordance with the Guidelines of the Archdiocese of Philadelphia, younger students in Kindergarten through 6th grade receive between 30 and 55 minutes of Spanish instruction once a week throughout the entire school year. Students learn using the Total Physical Response method, in which vocabulary, grammar and culture are learned by singing, acting, and interactive games.

Technology - Weekly technology class for all students in Kindergarten through 8th grade and the integration of technology across the curriculum ensure that students become good digital citizens. Every student in Kindergarten through 8th grade is provided either a laptop or iPad for classroom use, and every classroom is equipped with Apple TV, interactive whiteboards and video cameras. A Technology Specialist collaborates with classroom teachers to provide a connected learning classroom and to ensure that technology is the foundation of multi-disciplinary lessons that address the learning needs of each student. Students in Kindergarten through 4th grade master touch-screen technology, word processing, spreadsheets and presentation software. Students use digital reference materials to research topics covered in science, social studies, math and language arts, and then use desktop publishing tools to present the information they have learned. In 5th through 8th grade, as part of complex, long-term research assignments, students produce

podcasts, videos, news reports and book trailers. Students use Web 2.0 tools to hone their writing skills, share information and publish their work online.

Library - The school library is an open, inviting space designed for individual, small group and full class visits. Each grade has an assigned time each week for library skills instruction taught by a full-time, credentialed librarian who serves as a resource manager, instructional partner and program facilitator. Using information provided by the classroom teacher, the librarian recommends classic and contemporary literature and non-fiction texts that are individually tailored to engage and challenge each student, as well as align to the objectives of the CCSS.

Religion - Faith is the foundation of the school's curriculum and community. Daily religious education prepares students in Kindergarten through 8th grade to more fully participate in the rich traditions of the Catholic Church. Students participate in Mass regularly, pray together throughout the day and engage in community service projects. Students are challenged to think and act ethically and to live the Gospel values in all aspects of their lives.

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

Curriculum and instruction at St. Mary Interparochial is guided by specific, clear and challenging goals which support each student as he or she strives for success. Using the Understanding by Design framework, teachers plan lessons and align classroom instruction to appropriate levels and learning needs. Teachers closely monitor student progress and mastery, and use assessment data to drive, differentiate and improve instruction to all students at all levels.

Teachers utilize technology, performance assessments, cooperative learning, problem solving and project-based activities. Tiered tasks optimize each student's learning experience. Choice boards aligned to curriculum targets enhance students' ownership of their learning. Using flexible grouping, teachers group and regroup students according to specific goals, activities and needs. Guided reading, which includes classroom instruction, small group instruction and intervention, incorporates leveled fiction and non-fiction, allowing students to develop confidence to read increasingly more difficult texts. For new and challenging lessons, a flipped classroom approach may be used.

The unique needs of kinesthetic, auditory and visual learners are also considered. Hands-on learning, opportunities outside of the classroom and technology-based lessons are incorporated throughout the curriculum. Reports and class projects are designed to allow flexibility for students to demonstrate individual mastery.

Outside agencies provide supplemental support to help meet the diverse and individual needs of students and to achieve instructional goals. For students requiring remediation, a certified Reading Specialist, provided by Title I, offers twice weekly individual and small group instruction. Additional on-site resources are provided by CORA Services and funded through Act 89. A math and reading skills instructor and a speech and language therapist meet with students two days each week. A school counselor is on-site two days per week to meet with students, administer learning assessments and coordinate with parents and teachers regarding best practices for student achievement. A school-certified psychologist is on-site one day each week to observe individual students in class, to administer testing when needed and to make recommendations to parents and teachers.

As an extension of the curriculum, CARES, a state-certified after school program, provides teacher-directed homework assistance and enrichment programs including Book Club, Creative Writing Club, nutrition class and karate training. A performing arts class, in which students compose and perform original music and plays, and an art class, affording personal instruction and additional studio time, are offered. Students in 5th through 8th grade who excel in science and math participate in the Sailor STEM program, a course that incorporates technology, physics and math concepts and meets weekly throughout the school year at the Independence Seaport Museum.

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

Assessments are an integral part of the instructional process at St. Mary Interparochial, and are paramount in the faculty and staff's efforts to improve student achievement. The Terra Nova Third Edition (Common Core), a nationally norm-referenced test published by CTB/McGraw-Hill, is administered annually at the direction of the Archdiocese of Philadelphia to measure student achievement and program effectiveness. This test provides an authentic measure of higher order thinking skills and application of knowledge. Each summer, the Principal and faculty review, analyze and assess individual student data from the prior year's Terra Nova testing. Time and attention are given equally to students who are not yet proficient, to those who are proficient, and to the majority of students who demonstrate advanced performance. Terra Nova results allow teachers to identify students' strengths and weakness, both on an individual and class level. Teachers use this information to adjust their strategies and approaches to make efficient use of instructional time and maximize students' academic growth for the upcoming school year.

Formative and summative assessments are also implemented throughout the school year. These assessments take a number of forms, including teacher observation, quizzes, weekly tests, end of unit tests, exit slips, writing assignments, check lists, rubrics and project and performance assessments. Anecdotal records are used when students are working in collaborative groups. Consistent and focused assessments provide teachers with real time feedback, allowing them to reinforce or differentiate instruction and, if necessary, adjust their teaching strategy. The Principal, reading and math coordinators and classroom teachers also meet regularly to track goals, analyze individual student progress and consider remediation or enrichment.

Communication with parents and guardians is regular and frequent. Notification of academic achievement, including test grades, mid-trimester progress reports and trimester report cards, is made through the MyStudentsProgress.com website. This site is also used to communicate with parents/guardians about assignments and school activities. Parents/guardians and teachers meet face to face after the first report card is issued and as needed throughout the school year. Informal updates are also provided to parents/guardians through email and phone calls.

Terra Nova scores are shared with parents and guardians in written form before the end of the school year, accompanied by a personal letter from the Principal. A Home and School Association meeting is also dedicated to explaining the school's overall performance and ensuring that parents and guardians understand and are able to interpret their child's results.

## PART V – SCHOOL SUPPORTS

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

The St. Mary Interparochial community is a family in which every member engages and motivates each other to enhance the conditions for learning. In a joyful school environment, children feel safe, respected, accepted and loved, allowing them to focus on social, academic and emotional development.

Enthusiastic students arrive at school each morning by public transportation, school bus, car, bicycle, and on foot, and are warmly welcomed by the Principal and teachers. As students walk through the hallways, their work is proudly displayed, celebrating their effort and achievement. The Principal leads the school in a morning prayer, recitation of the school’s mission statement and Pledge of Allegiance, and reminds students of the learning expectations for the day.

Teachers create an environment that supports family involvement. Parents and guardians are full partners and participants in their child’s education, as they inspire and support positive attitudes toward the learning process. Parents and guardians are always welcome and encouraged to visit their child’s classroom to observe how and what their child is learning and to increase their comfort and familiarity with teachers, classroom routines and practices. Parents and guardians are encouraged to become involved in the life of the school, whenever and however they are able, by attending events and activities and by sharing their time and talent both during the school day and after.

Students across all grades engage with each other and with teachers as members of small “Prayer Families.” Each Prayer Family attends liturgical services, participates in school activities and performs community service together. This multi-age group model encourages communication, respect, trust and responsibility among students and provides an opportunity for students to engage with teachers outside of the classroom setting.

The school’s appreciation of, and commitment to its teachers is reflected in the quality and quantity of resources, state of the art materials and professional development time they receive, as well as the autonomy each teacher is given to innovate and thrive. Teachers are empowered to collaborate with one another and to incorporate current best practices into their classrooms. More tangibly, teachers receive weekly memos from the Principal and feedback from parents, guardians, students and alumni. Teachers are also recognized throughout the school year by the Home and School Association and through lunches prepared by the Principal to celebrate special events. Teachers take time to attend sporting events and other school-sponsored activities, and freely offer to work with students during lunch periods for study sessions and peer collaboration.

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

St. Mary Interparochial is a warm and inviting environment where students are nurtured and loved. The community—parents, guardians, friends and neighbors—is the heart of the school and enhances students’ educational, cultural and spiritual experiences.

A vibrant and engaged Home and School Association hosts celebrations such as Teacher Appreciation Day, Sports Night and Pastries for Parents, a day to acknowledge and thank the many school volunteers. Members of the National Junior Honor Society work together to organize and engage the student body in at least one school-wide community service project each trimester. Annual projects include the preparation of cards and care packages for patients at the Veterans’ Administration Hospital, an Alex’s Lemonade Stand, and collection of warm clothing and socks for needy children. The Advancement Committee plans fun and educational events, such as the Harvest Hoedown, to bring the community together while raising funds for art, music and language activities.

The Advancement Committee also organizes an annual “Philadelphia Firsts Walkathon” for students,

families and neighbors. Reflecting the school's Catholic values, a portion of the money raised during this event is donated to a local charity. Each year the Walkathon route reflects a unique theme within the curriculum, such as religious freedom. Students pause along the route, for example at Mother Bethel AME Church, a stop on the Underground Railroad, to learn about Philadelphia's unique role in the history of the United States.

St. Mary Interparochial also expands the resources and opportunities available to students by inviting members of the community to share their experiences and knowledge. The Alumni Association's "Ask an Alum" program invites graduates back to school to talk to the 7th and 8th grade classes about high school, college and careers. Employees of Beneficial Bank provide financial literacy training for older students. On Special Persons Day, a highlight of Catholic Schools Week, students in all grades learn about the work of architects, athletes, archaeologists and other interesting members of the school's extended community. In celebration of Veterans' Day, presentations by local military personnel allow students to learn about history directly from the men and women who lived it. To support students' development as global citizens, a cross-cultural exchange has been established with the Kellman Brown Academy, a Jewish Day School in Voorhees, New Jersey. Each school has visited the other, giving students an opportunity to learn and share each other's faiths.

### **3. Professional Development:**

Excellent teachers form the foundation of St. Mary Interparochial, and maintaining teachers' skills and knowledge is the administration's highest priority. Teachers at St. Mary Interparochial are innovators, always seeking new methods, approaches and ideas. Teachers employ research-based strategies that deliver a standards-based curriculum to improve student achievement. Funding is available and teachers are empowered to pro-actively plan their professional development. Professional development is, therefore, relevant and timely, reflecting individual areas of interest and addressing individual needs and goals. In recent years, teachers have attended the National Early Childhood Summer Institute and have completed graduate coursework on learning styles and multiple intelligences. Teachers take full advantage of the school's proximity to Philadelphia's cultural and civic organizations by regularly attending programs offered by the National Constitution Center, the Historic Society of Pennsylvania and National Park Service and by participating in the Philadelphia Museum of Art's Visual Arts as Sources for Teaching (VAST) seminars and courses. The faculty also recently participated in a number of programs and activities offered by the Sophia Institute and the recent World Meeting of Families Congress. The school's Technology Specialist regularly attends programs and seminars on current trends for the connected classroom, and the school's Principal was among the administrators selected to attend the Archdiocesan Principals' Academy.

All members of the faculty also attend in-service programs offered by the Archdiocese of Philadelphia. These programs have addressed a range of topics including implementation of the Common Core State Standards and the application of Understanding by Design to lesson planning.

Additional in-service sessions, coordinated by St. Mary Interparochial's Technology Committee, focus on expanding teachers' core skills and developing strategies to integrate digital devices, applications and software into the curriculum. Training on the effective use of smart boards has been provided. An ongoing series of workshops, presented by Springboard Media, is helping to expand the use of iPads and other Apple technology in the classroom. Throughout this technology professional development, faculty and staff focus on internet safety for students.

Another hallmark of St. Mary Interparochial's professional development program is "teachers teaching teachers." After attending a training course, activity or program, faculty members present their learnings to their colleagues. Peer to peer education is also incorporated into faculty meetings throughout the school year. Each September, teachers discuss their professional development "summer reading assignment," which, in recent years has included texts by Lucy Calkins, Charlotte Danielson and Robert Marzano, Ph.D. During subsequent meetings, teachers present and discuss topics of current interest, such as those covered by Educational Leadership magazine.

Open educational resources (OERs) are also used to share content, lessons plans and professional development.

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

St. Mary Interparochial is led by a Principal who articulates the vision for the school and promotes and develops an active community of faith and an academically challenging environment. Students are at the heart of every decision she makes as she creates a healthy, safe and nurturing atmosphere and advocates to maximize each child's opportunity for success. Her passion is complemented by her positive energy, patience, good humor, resilience and determination to reach for and attain increasingly higher goals for students and faculty.

The Principal inspires the school community and conveys her love for learning through daily interactions in classrooms, at recess, in the cafeteria and during school activities and after-school events. Through sustained communication with students, parents, guardians and teachers, the Principal builds a team that surrounds and supports each student so that he or she can succeed. Through careful listening, the Principal creates a climate of trust and respect where teachers can teach and students can learn. This engagement provides encouragement, ensures that everyone is working to their highest potential and provides an ongoing opportunity to obtain valuable information about students and instructional programs, which promote improved teaching and increased student achievement. The Principal was recognized by BLOCS as the Distinguished Principal of the Year in 2015.

Collaboration between the Principal and teachers and shared accountability for student success motivates the faculty, also leading to improved student achievement. Teachers are provided with state of the art tools that support a culture of learning, as well as the training needed to effectively and efficiently deploy those resources. Teachers have a voice in the implementation of the curriculum, student performance and instruction, and are encouraged to ask questions, present ideas and challenge the current thinking. The Principal recognizes the unique teaching styles and needs of each teacher, acknowledges their outstanding work and empowers them to identify and implement cutting edge technology, programs and materials, resulting in both high teacher satisfaction and high student achievement.

Unlike other schools within the Archdiocese of Philadelphia, St. Mary Interparochial is independent of a parish and pastor. The school's Advisory Board, established in 2009, is transitioning to establishing a Board of Limited Jurisdiction. The Board is comprised of educators from other institutions as well as professionals from the fields of law, finance and non-profit administration. The Board provides advice and recommendations to the Principal regarding the Five Year Strategic Plan, financial planning and sustainability, marketing, communications and fundraising.

## PART VI \* INDICATORS OF ACADEMIC SUCCESS

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Saint Mary Interparochial is so successful because students' social and emotional development is a fundamental component of the school's mission and practice. As a faith-based community, Christ is at the heart of every thought, every word and every action. Character education is embedded into every aspect of the school's Common Core State Standards curriculum, helping students to build social and emotional skills that serve as a platform for academic success.

## PART VII - NON-PUBLIC SCHOOL INFORMATION

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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       No

3. What is the educational cost per student?      \$4900  
(School budget divided by enrollment)

4. What is the average financial aid per student?      \$400

5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?      8%

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

PART VIII - ASSESSMENT RESULTS FOR NORM-REFERENCED TESTS

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REFERENCED BY NATIONAL NORMS

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Terra Nova 3 with InView Common Core</u>
<b>Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>2011</u>
<b>Publisher:</b> <u>CTB/McGraw Hill</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2014-2015
Testing month	Mar
<b>SCHOOL SCORES</b>	
Average Score	91
Number of students tested	33
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:

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Terra Nova 3 with InView Common Core</u>
<b>Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>2011</u>
<b>Publisher:</b> <u>CTB McGraw Hill</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2014-2015
Testing month	Mar
<b>SCHOOL SCORES</b>	
Average Score	79
Number of students tested	29
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:**

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Terra Nova 3 with InView Common Core</u>
<b>Grade:</b> <u>5</u>	<b>Edition/Publication Year:</b> <u>2011</u>
<b>Publisher:</b> <u>CTB McGraw Hill</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2014-2015
Testing month	Mar
<b>SCHOOL SCORES</b>	
Average Score	83
Number of students tested	28
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:**

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Terra Nova 3 with InView Common Core</u>
<b>Grade:</b> <u>6</u>	<b>Edition/Publication Year:</b> <u>2011</u>
<b>Publisher:</b> <u>CTB McGraw Hill</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2014-2015
Testing month	Mar
<b>SCHOOL SCORES</b>	
Average Score	73
Number of students tested	28
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:**

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Terra Nova 3 with InView Common Core</u>
<b>Grade:</b> <u>7</u>	<b>Edition/Publication Year:</b> <u>2011</u>
<b>Publisher:</b> <u>CTB McGraw Hill</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2014-2015
Testing month	Mar
<b>SCHOOL SCORES</b>	
Average Score	93
Number of students tested	26
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:**

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Terra Nova 3 with InView Common Core</u>
<b>Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>2011</u>
<b>Publisher:</b> <u>CTB McGraw-Hill</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2014-2015
Testing month	Mar
<b>SCHOOL SCORES</b>	
Average Score	91
Number of students tested	26
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:**

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Terra Nova 3 with InView Common Core</u>
<b>Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>2011</u>
<b>Publisher:</b> <u>CTB McGraw-Hill</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2014-2015
Testing month	Mar
<b>SCHOOL SCORES</b>	
Average Score	82
Number of students tested	29
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:**

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Terra Nova 3 with InView Common Core</u>
<b>Grade:</b> <u>5</u>	<b>Edition/Publication Year:</b> <u>2011</u>
<b>Publisher:</b> <u>CTB McGraw-Hill</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2014-2015
Testing month	Mar
<b>SCHOOL SCORES</b>	
Average Score	79
Number of students tested	28
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:**

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Terra Nova 3 with InView Common Core</u>
<b>Grade:</b> <u>6</u>	<b>Edition/Publication Year:</b> <u>2011</u>
<b>Publisher:</b> <u>CTB McGraw-Hill</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2014-2015
Testing month	Mar
<b>SCHOOL SCORES</b>	
Average Score	77
Number of students tested	28
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:**

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Terra Nova 3 with InView Common Core</u>
<b>Grade:</b> <u>7</u>	<b>Edition/Publication Year:</b> <u>2011</u>
<b>Publisher:</b> <u>CTB McGraw-Hill</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2014-2015
Testing month	Mar
<b>SCHOOL SCORES</b>	
Average Score	91
Number of students tested	26
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:**