

U.S. Department of Education
2016 National Blue Ribbon Schools Program

[] Public or [X] Non-public

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

Name of Principal Sister Theresa Maugle SSJ

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

Official School Name St. Genevieve School

(As it should appear in the official records)

School Mailing Address 1237 Bethlehem Pike

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

City Flourtown State PA Zip Code+4 (9 digits total) 19031-1902

County Montgomery

Telephone (215) 836-5644 Fax (215) 836-0159

Web site/URL http://www.stgens.com E-mail srtheresa@stgens.com

Twitter Handle http://www.facebook.com/St.Genevi
https://twitter.com/stgensflourtown Facebook Page eveHomeandSchoolAssociation 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 _____
(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

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

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	28	16	44
1	10	16	26
2	18	17	35
3	16	5	21
4	10	12	22
5	21	10	31
6	19	18	37
7	8	21	29
8	10	12	22
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	140	127	267

4. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
 1 % Asian
 4 % Black or African American
 1 % Hispanic or Latino
 0 % Native Hawaiian or Other Pacific Islander
 92 % 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.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2014 until the end of the 2014-2015 school year	0
(2) Number of students who transferred <i>from</i> the school after October 1, 2014 until the end of the 2014-2015 school year	2
(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, 2014	246
(5) Total transferred students in row (3) divided by total students in row (4)	0.008
(6) Amount in row (5) multiplied by 100	1

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

Specify each non-English language represented in the school (separate languages by commas):

7. Students eligible for free/reduced-priced meals: 0%
 Total number students who qualify: 0

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

9. Number of years the principal has been in her/his position at this school: 17
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	13
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	3
Paraprofessionals	2
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 19:1

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

Required Information	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011
Daily student attendance	99%	99%	99%	98%	98%
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.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

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

Yes No

If yes, select the year in which your school received the award. 2006

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

The school provides a rigorous and relevant education rooted in the Catholic faith and manifested in meaningful relationships with the school family and global community.

PART III – SUMMARY

Saint Genevieve School, located in Flourtown, Pennsylvania, is a member of the Archdiocese of Philadelphia's elementary school system. The school opened on September 9, 1955 when four Sisters of Saint Joseph and a lay faculty welcomed 226 students. The first eighth grade graduation took place on June 13, 1956, and on June 14, 1963, the first class to complete all eight grades received diplomas. The classrooms that seemed ample in 1955 were no longer adequate by 1965, and ground was broken for a new wing of ten classrooms which opened on November 13, 1966. Today, the school houses eighteen classrooms that include a library, technology lab, science lab, and fine arts room.

The prior Blue Ribbon School recognition validates the progressive leadership of the school and the high quality of instruction. It has strengthened the support of all stakeholders, promoted greater financial commitment, and provided an impetus for continued professional development ensuring that curriculum and teaching methods remain at the forefront of academic excellence. Most dramatically, school enrollment of 267 is approximately fifteen percent higher than enrollment when receiving the 2006 recognition. Blue Ribbon status brings credibility to the school's marketing campaign, and school viability has been enhanced at a time when neighboring schools have had to merge or close. Recognition as a Blue Ribbon School has affirmed the efforts of administration and faculty and provided parents assurance of excellence when choosing Saint Genevieve School.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Saint Genevieve School provides a “rigorous and relevant education rooted in the Catholic faith” while meeting individual student needs. Learning standards focus on developing independent and comprehensive readers, writers, listeners, speakers, and thinkers. Technology use supports core curriculum in all grades. While the curriculum is reflective of the Archdiocese of Philadelphia guidelines and Common Core Standards, the school takes ownership of its implementation. Curriculum is continuously evaluated to assess its effectiveness in achieving school goals. When choosing instructional materials the school considers students’ learning styles; integration of technology; and support for above, average, and below level learners.

The English Language Arts program is integrated at all grade levels. The school philosophy is to teach foundational skills that are adapted at each grade level as students move through the learning process. These skills include reading, listening, speaking, spelling, phonics, grammar, and especially writing. Computers and iPads serve as word processors in the composition of creative pieces and research based papers. Reading series expose students to a variety of literature. Lower grades are self-contained for all subjects, creating a natural setting for language integration. Although departmentalization begins in grade five, homeroom teachers continue to teach English Language Arts. This format ensures that components of this curriculum are not taught in isolation. All students are encouraged to make connections to self, text, and the real world, while various reading genres offer opportunities for writing across the curriculum.

The math curriculum focuses on mastery of basic computation, number and spatial sense, geometry, algebra, data analysis, and problem solving. Students need broad instruction, opportunities in practical application, and ongoing practice to develop math confidence and deep understanding. Similar to English Language Arts, teachers build upon and develop mathematical subtopics as students progress through the curriculum.

The science curriculum advances acquisition of foundational skills such as: observation, classification, measurement, inference, prediction, and communication. In kindergarten through fifth grade the LabLearner program teaches students to use scientific equipment and explore scientific concepts as they conduct experiments in the fully operational science lab. Students in grades six through eight explore physical, life, and earth sciences, respectively. STEM activities and lab work are incorporated into lessons regularly.

The social studies curriculum presents knowledge of political, economic, cultural, and environmental aspects of past and present societies. The curriculum prepares its students to have “meaningful relationships with the school family and the global community.” Kindergarteners through eighth graders learn what it means to be a responsible citizen both locally and globally. Students study early and modern United States and world history including government, geography, landforms, and climate. Using textbooks, current events, and research, students are encouraged to assess issues and make thoughtful value judgments as they prepare for a greater understanding of and participation in today’s multicultural and interdependent world.

Foundational skills across all curriculums are acquired through instructional scaffolding methods that break down lessons into smaller pieces. Multiple techniques move students through the learning process toward a stronger understanding of concepts and greater independence in critical thinking. Modeling, use of math manipulatives, technology programs using iPads and interactive Smartboards, visuals, cooperative learning, and journal writing are some of the daily strategies teachers use to improve understanding and meet individual student needs. Assigned homework in grades one through eight provides students the opportunity for individual practice and allows teachers to monitor comprehension.

At the same time, differentiated instruction and project based activities allow students with varying abilities the opportunity to engage at their level. Supplemental materials support re-teach and enrichment activities. Teachers give individual and small group instruction to students below level and conference with parents as needed. Tutoring and an academic evaluation may be suggested if in-school strategies are not effective. An on-site learning specialist provides reading and math support for students who qualify. Students with

advanced mathematical capability are placed in the Honors Math program beginning in fifth grade, upon meeting specific criteria. This program engages and enriches above level math students.

2. Other Curriculum Areas:

Saint Genevieve School provides other curriculum to engage students and support the acquisition of essential skills and knowledge needed to be successful 21st century learners and global citizens. These programs focus on skills for character development, creativity, critical thinking, collaboration, and communication. The school continues to practice integrated learning across all subjects and grade levels. Core teachers share content themes of each unit, so lessons in other classes can be anchored to core curriculum as often as possible. This collaboration ensures relevant learning in the other curriculum areas.

Students in kindergarten through fourth grade participate in a daily Religion class; while fifth through eighth graders meet four times per week. Students receive an academic foundation in the tenets of the Catholic faith and are encouraged to practice these values. Children learn that peaceful conflict resolution, tolerance, humility, and integrity are virtues that they are called to model. Every year, each incoming kindergartner meets his sixth grade Prayer Partner. These sibling-like relationships grow over the next three years through a variety of group activities centered on the Religion curriculum, and many of these relationships continue beyond the students' time at the school. School begins and ends every day with shared prayer and self-reflection. Students also participate in numerous community outreach programs each year. Students donate candy to send to American troops, make cards for nursing home residents, sponsor food drives, and make breakfast bags for the homeless. Students from a different grade each month deliver over 100 brown bag lunches to a local homeless shelter.

The school's commitment to literacy and technology is supported through weekly classes in library and technology for all grade levels. The school has a dedicated library staffed by a librarian. Library classes introduce students to authors, illustrators, and a variety of fiction and nonfiction books. Students learn how to use reference materials for research and fact finding. The school also has a dedicated technology lab and teacher. Wired and wireless networks support desktops, Net-books and iPads for student learning. An essential part of technology class is the integration of digital skills and classroom subject matter. Core curriculum themes are a catalyst for utilizing technology to enhance learning through age appropriate software applications. Students learn to create documents, files, and power point presentations. They also learn how to obtain reliable information from the internet and how to use technology responsibly.

The school is in compliance with the National Blue Ribbon Schools foreign language requirements. All students participate in a weekly Spanish class. The school's Catholic mission calls us to recognize that as members of the global community, we must respect and appreciate all cultures. The Spanish program focuses on an understanding of the history of the Spanish culture, vocabulary, pronunciation, and basic conversational skills.

The value of fine arts in education is well documented. Not only do these programs promote creativity, self-expression, and self-identity, they also enhance academic performance. More importantly, students with artistic ability are provided the opportunity to develop their gifts. Students attend both art class and music class each week. The art program allows students to express themselves through a variety of mediums, while instructing them on specific art concepts and skills. Students draw, paint, sculpt, and create artwork that is integrated with their core curriculum themes. Music classes expose students to a variety of musical genre including: liturgical, classical, jazz, Broadway, and pop. Students sing and play basic percussion instruments in class. They learn note reading, pitch, tempo, rhythmic patterns, and how to recognize musical phrases. Incorporating movement is used to explore music interpretation.

The school has a dedicated physical education teacher, and all grade levels attend a weekly physical education class. Students learn how nutritional and behavioral decisions impact their physical health and emotional well-being. Not only are specific exercises incorporated into an exercise routine, but individual progress is periodically recorded so students can monitor their improvement. Team work is introduced to students through team sports including various relay races, free throw contests, wiffle ball, and kickball.

3. Instructional Methods and Interventions:

Teachers and staff at Saint Genevieve School work diligently to understand the academic needs of each student in order to achieve instructional goals. An interactive student and teacher dynamic is at the center of instructional methods, and teachers and students work hand in hand to maximize learning. All learning styles are considered when planning instruction, and differentiated instruction is the key to meeting all learning styles in the classroom. Teachers employ various methods to reach students through kinesthetic, visual, and auditory styles.

The school integrates and connects learning under the umbrella of a thematic approach. Teachers also use Bloom's Taxonomy to better develop students' understanding. Lessons often begin with teachers assessing the students' prior knowledge of the material to enable appropriate planning for the upcoming lesson. All instructional materials include teaching strategies for below level, at level, and above level students. During instruction teachers continuously assess students to ensure comprehension. If comprehension is not meeting instructional goals, teachers use intervention methods such as re-teaching, extra practice, group work, centers, and individual coaching. Students who struggle with a concept receive an alternate explanation to achieve better understanding. Peers may be asked to re-explain the concept, since they often use "student friendly" language to present the material. Teachers will strategically pair students of different levels to enhance student learning. At the same time, teachers address the needs of above level students by assigning extra practice and enrichment work to challenge them and develop higher level critical thinking skills. Specifically, an Honors Math Program is offered in grades fifth through eighth for students with above level mathematic ability.

Additional support is provided by the Montgomery County Intermediate Unit. This service provides onsite teaching specialists who work with struggling students in math, reading, and speech. If it is determined that additional intervention is necessary, teachers partner with parents to develop an action plan. This plan outlines specific learning goals with recommendations, such as tutoring or educational testing. In every grade, teachers work diligently to support every level and engage every learning style of their students.

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

Saint Genevieve School uses various assessments and data to analyze and improve student performance. Both formal and informal assessments are given throughout the school year. All types of learners are supported and engaged through a variety of tests ranging from multiple choice, true-false, and open ended. Aside from written assessments, teachers use a question answer process in the classroom with careful observation to ensure understanding. Quizzes, projects, oral reports, book reports, homework, online assessments, iPad applications, and exit tickets are utilized, as well.

Teachers encourage students to self-assess. Beginning in kindergarten, students create individual portfolios that travel with them to eighth grade. The portfolio contains tests, projects, writing pieces, and other materials from all subject areas. Teachers guide students in choosing pieces to include. Having this portfolio allows students to see their individual progress. Not only does the portfolio showcase their growth, but it provides a subjective form of assessment.

The school also recognizes its responsibility to inform parents with consistent and current student progress. Teachers have their own website, which enables them to post specific class information, such as homework, assessments, and upcoming events. Parents and students have access to an online grading portal which is kept current by all teachers. Assessments are sent home to be reviewed and signed, and then returned to be filed in the student's classroom test folder. Teachers issue progress reports and report cards. In addition, parent teacher conferences are scheduled in the fall for every student in the school. These methods provide an open communication regarding assessment.

Ongoing assessments throughout the year allow for discovery of existing academic strengths and weaknesses. Teachers collect and analyze patterns from classroom assessments in addition to Terra Nova standardized test results. This data identifies how to modify classroom and individual instruction to benefit student learning. In addition, the principal conducts exit interviews with each eighth grade student and with

parents who transfer their child/ren out of the school. The school also recently completed a Middle States Re-accreditation process and a self-evaluation for its third Blue Ribbon application. Assessment, self-assessment, and open communication with students and parents provide the school with well-constructed feedback to better the learning progress and performance of students.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Saint Genevieve School provides a positive environment supporting academic, social, and emotional growth. Every student is acknowledged as a child of God with unique abilities to be nurtured and shared. Students are engaged and motivated, because they know they are welcome, safe, and valued. The school is like a family. Students and teachers work to better themselves and others in an atmosphere that preserves and enhances the community.

Teachers are valued and supported. Relationships among the staff and school leadership are collegial and collaborative. Every Monday morning the staff meets to share prayer and significant news. Teachers are committed to their students, dedicated to their work, and take pride in the efforts of one another. They provide input into academic and professional development programs. Teachers in various grade levels meet monthly with the principal in Professional Learning Communities to share ideas and support one another.

Academically, students are respected and feel safe to participate, make mistakes, and request help. Differentiated instruction helps students to achieve their potential and preserves a love of learning. Onsite specialists provide reading, math, and speech support. Student effort is encouraged; achievement is celebrated. Student projects are proudly displayed on hallway bulletin boards throughout the school.

Varied extra-curricular programs appeal to students' special interests and promote social growth. All programs are well planned, resourced, and staffed. Students learn teamwork and responsibility, improve self-confidence, gain leadership skills, and develop friendships. Reading Olympics and Robotics teams provide academic opportunity outside of the classroom. Students in fourth through eighth grades can participate in one of eleven sports. Yearbook, School Newspaper, and Tech-Mate programs allow middle school students interested in gathering and presenting information to explore various mediums. Students interested in music join Band, Choir, or the Bell Choir. Student Council exposes students to leadership experience, as well as the democratic process. Classroom representatives visit every grade to solicit ideas to present to the elected council. Every voice is heard and respected.

Emotional growth of students is supported through the collaborative effort of teachers and administrators. The Habits of Mind program has been implemented across the curriculum at all grade levels. Teachers introduce and then encourage practice of specific life skills including: persisting, listening with understanding, and managing impulsivity. The school counselor meets with individual students and gives classroom instruction on topics ranging from respecting personal space, study habits, balancing schedules, and transition to high school.

2. Engaging Families and Community:

Saint Genevieve School incorporates multiple and varied strategies that stretch beyond the classroom to assure continued school improvement and student achievement. The primary focus of these strategies is to include families and community members to be collaborative stakeholders in the overall success of the school.

The school firmly believes in the input of families through various programs; volunteer opportunities; and open lines of communication between administration, faculty, students, and parents. Parents are invited to join the Home and School Association to assist in fundraising, provide enrichment programs for students, and conduct workshops to keep families informed and involved. There are numerous volunteer opportunities ranging from Reading Olympic moderators, science lab monitors, field trip chaperones, lunch duty aides, and library assistants. The school prides itself on its varied, timely, and open lines of communication. It begins with a comprehensive school website augmented by easy access to teachers through individual class pages, weekly email updates, communication envelopes, online grade portal, Google classroom, parent conferences, periodic progress reports, and the church bulletin.

The school recognizes the benefits of direct community involvement and works with local colleges and universities on a diverse range of programs. They include Sea Perch Robotics with Temple University graduate students, the Student Teacher Partnership program with Chestnut Hill College and Gwynedd Mercy University, and guest speakers who share career path opportunities. The school also partners with local business leaders and educators to utilize their professional expertise on school committees. These committees include the school Advisory Council which meets periodically with the administration to oversee the functioning of all school subgroups; the Finance Committee which prepares a budget, monitors cash flow, and maintains the financial stability of the school; the Marketing Committee which promotes the positive image of the school through media and press releases; the Development Committee which conducts surveys to project future enrollment and organizes an Annual Giving Campaign; and the Grant Writing committee which solicits funds for the benefit of the school. These committees are critical to the continued viability of the school.

The multiple strategies used to incorporate family and community provide a positive atmosphere that supports students' academic, spiritual, social, physical, and cultural development. The contributions of the stakeholders play a vital role in maintaining the continued stature of Saint Genevieve School as a first class learning environment.

3. Professional Development:

The faculty and administration of Saint Genevieve School realize the importance of participation in professional development opportunities, locally and nationally. Workshops, seminars, graduate classes, and on-line courses are available to all teachers in curriculum subjects and other areas that target student development and success. Curriculum coordinators in each academic area attend various workshops to investigate new textbook series and learning materials.

Teachers are required to attend two professional development workshops each year. Workshop topics include: technology in the classroom, math, writing across the curriculum, assessment methods, learning needs, and child development. The Archdiocese of Philadelphia requires annual attendance at a Religion conference or class to keep Religion certification current. Faculty members are committed to meeting the specific needs of the school's diverse learners. Therefore, workshops beyond curriculum are essential. The recent Middle States Re-accreditation provided faculty and staff professional development opportunities through assessment of the school's curriculum and learning environment.

The administration supports professional development attendance beyond the minimum requirement. Substitutes are provided for any teacher who attends a workshop or seminar. Funding for professional development is supported by the parish, Home and School Association, Montgomery County Intermediate Unit, and educational grants. The Montgomery County Intermediate Unit provides an ongoing list of workshops in a variety of areas for teachers to attend. Regularly scheduled faculty meetings provide a forum for teachers to share new ideas and techniques learned at workshops. Discussions on various topics encourage teachers to create and investigate how information can be applied in different grade levels.

Professional Learning Communities, grouped by grade levels, provide teachers additional opportunities to collaborate in an effort to improve teaching methods and assure student success. These communities meet monthly or more often if necessary. The Student Teacher Partnership Program with local colleges brings current educational topics and methods directly into the classroom through the placement of student teachers. Student teachers often bring new ideas that faculty incorporate into their teaching methods.

Professional reading is another professional development avenue for teachers. Recent topics include: multicultural education, career awareness, and cultivating Habits of Mind. The use of social media: Discovery Education, United Streaming, Think Central, Edutopia, Rubistar, to name a few, are valuable tools for professional development. The education of the child, spiritually, academically, socially, physically, and culturally is a primary goal of the faculty and administration. Professional development ensures that teachers are life-long learners and remain current in all facets of educational trends.

4. School Leadership:

The philosophy of Saint Genevieve School leadership is demonstrated by example! Both the pastor and principal promote collaboration among school and community members; foster a nurturing and safe environment for learning; and create a spirit of community and partnership where faith, respect, compassion, and integrity are evident. Leadership works diligently to provide the necessary curriculum, programs, and initiatives to support the spiritual, academic, physical, social, and cultural development of all students.

The school is under the auspices of the Archdiocese of Philadelphia, Office of Catholic Education. Policies and procedures from the Office of Catholic Education are expected to be followed and adhered to across a plethora of areas including but not limited to personnel issues, legal issues, curriculum, safety, strategic planning, and development. The school is supported by the Office of Catholic Education which serves as a resource for specific situations which may occur on the local level.

The principal is accountable to the pastor of the parish concerning issues that include student needs, parental concerns, curriculum development, and financial matters. The pastor and principal meet as required to ensure all needs are addressed. The collaborative spirit between the pastor and principal is commendable. Their governance is supported by various planning committees to monitor long term strategic planning. In addition, both the pastor and principal are actively engaged in developing relationships with faculty, students, and parents.

The pastor and principal act as spiritual leaders for the school. The pastor officiates at monthly school liturgies, religious activities, and school events. He also works with faculty and students to produce an annual Christmas show and Easter prayer service. The principal leads the school community in daily prayer and facilitates the school's many outreach programs.

The pastor and principal ensure that policies, programs, relationships, and resources focus on student achievement. Their attendance at school and district committee meetings, fundraising events, and local business community functions brings visibility to the school and creates community partnership. Successful fundraising events provide financial assistance to purchase material for student achievement. In addition, the principal ensures professional support for teachers while overseeing curriculum, all instructional methods, and the implementation of current trends.

The effectiveness of school leadership has been recognized on a local and a national level. Nationally, The National Catholic Educators Association Distinguished Principal Award and Distinguished Pastor Award were presented in 2008 and 2014, respectively. Leadership successfully carries out the school's Catholic mission and goals.

PART VI * INDICATORS OF ACADEMIC SUCESS

On a national level Saint Genevieve School has been the recipient of the National Blue Ribbon Schools Award in 2001 and 2006. As recently as May 2015, the school has also been re-accredited by the Middle States Association of Colleges and Schools Commissions on Elementary and Secondary Schools. The underlying academic success of the school is attributable to many internal and external factors, but the one practice which makes the school notable is the continued outreach of administration, faculty, and staff to create a sense of community.

PART VII - NON-PUBLIC SCHOOL INFORMATION

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 is the educational cost per student? \$3825
(School budget divided by enrollment)

4. What is the average financial aid per student? \$300

5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 4%

6. What percentage of the student body receives scholarship assistance, including tuition reduction? 12%

PART VIII - ASSESSMENT RESULTS FOR NORM-REFERENCED TESTS

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Terra Nova 3 Common Core</u>
Grade: <u>3</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>CTB McGraw Hill</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	633.3
Number of students tested	20
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Terra Nova 3 Common Core</u>
Grade: <u>4</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>CTB McGraw Hill</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	661.2
Number of students tested	28
Percent of total students tested	96.55
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Terra Nova 3 Common Core</u>
Grade: <u>5</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>CTB McGraw Hill</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	676.9
Number of students tested	36
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Terra Nova 3 Common Core</u>
Grade: <u>6</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>CTB McGraw Hill</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	694.4
Number of students tested	29
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Terra Nova 3 Common Core</u>
Grade: <u>7</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>CTB McGraw Hill</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	707.2
Number of students tested	22
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Terra Nova 3 Common Core</u>
Grade: <u>3</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>CTB McGraw Hill</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	659.5
Number of students tested	20
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Terra Nova 3 Common Core</u>
Grade: <u>4</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>CTB McGraw Hill</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	671.3
Number of students tested	28
Percent of total students tested	96.55
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Terra Nova 3 Common Core</u>
Grade: <u>5</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>CTB McGraw Hill</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	678.8
Number of students tested	36
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Terra Nova 3 Common Core</u>
Grade: <u>6</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>CTB McGraw Hill</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	691.2
Number of students tested	29
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Terra Nova 3 Common Core</u>
Grade: <u>7</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>CTB McGraw Hill</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	708.2
Number of students tested	22
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES: