

U.S. Department of Education
2017 National Blue Ribbon Schools Program

[] Public or [X] Non-public

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

Name of Principal Mrs. Monica Malseed

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

Official School Name St. Maximilian Kolbe Parish School

(As it should appear in the official records)

School Mailing Address 300 Daly Drive

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

City West Chester State PA Zip Code+4 (9 digits total) 19382-7482

County Chester

Telephone (610) 399-8400 Fax (610) 399-4684

Web site/URL http://school.stmax.org E-mail mmalseed@stmax.org

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.

Date _____

(Principal's Signature)

Name of Superintendent*Mrs. Judy Sweeney E-mail jsweeney@archphila.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Archdiocese of Philadelphia Tel. (215) 587-3585

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.

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. Joseph DiGregorio
(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.

Date _____

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

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

1. 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. 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. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2017 in order to meet all eligibility requirements. 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 2011 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: 2012, 2013, 2014, 2015, or 2016.
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 has not been identified by the state as “persistently dangerous” within the last two years.
9. 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.
10. 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.
11. 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.
12. 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 (2016-2017) 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, 2016 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	10	16	26
K	6	12	18
1	10	9	19
2	8	14	22
3	7	8	15
4	9	13	22
5	14	9	23
6	8	19	27
7	10	21	31
8	16	18	34
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	98	139	237

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 3 % Asian
 - 1 % Black or African American
 - 2 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 88 % White
 - 6 % 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 2015 – 2016 school year: 0%

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, 2015 until the end of the 2015-2016 school year	1
(2) Number of students who transferred <i>from</i> the school after October 1, 2015 until the end of the 2015-2016 school year	0
(3) Total of all transferred students [sum of rows (1) and (2)]	1
(4) Total number of students in the school as of October 1, 2015	242
(5) Total transferred students in row (3) divided by total students in row (4)	0.004
(6) Amount in row (5) multiplied by 100	0

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

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

7. Students eligible for free/reduced-priced meals: 0 %

Total number students who qualify: 0

8. Students receiving special education services: 5 %
13 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>0</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>13</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: 2
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 including those teaching high school specialty subjects	13
Resource teachers/specialists/coaches e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	5
Paraprofessionals under the supervision of a licensed professional supporting single, group, or classroom students.	2
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 18:1
12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2015-2016	2014-2015	2013-2014	2012-2013	2011-2012
Daily student attendance	98%	98%	98%	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 2016.

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

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.
Yes No

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

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

St. Maximilian Kolbe School is a Christ-centered community that endeavors to educate the whole child. Challenging academics are balanced with a commitment to service.

PART III – SUMMARY

In 2000, St. Maximilian Kolbe Parish celebrated the opening of the first new school in the Archdiocese of Philadelphia in over thirty years. Parishioners advocated for a school because they were deeply committed to Catholic education with a challenging academic curriculum. The opening of St. Maximilian Kolbe Parish School united the students of the parish community who had been attending public, private, and parish schools in both Chester and Delaware Counties. The school is located just south of West Chester in the scenic community of Westtown, Pennsylvania. St. Maximilian Kolbe Parish School is a Pre-K through eighth grade Catholic school, fully accredited by the Middle States Association and a member of the National Catholic Education Association.

St. Maximilian Kolbe Parish School is committed to developing the whole child: spiritually, intellectually, socially, emotionally, and physically. The school benefits from each of the student's gifts. Parents, teachers, and administrators work together to provide a safe, inspiring, Catholic academic atmosphere where children achieve their goals and are fully prepared for the future. The motto, *Serving God Through Serving Others*, is fundamental to the mission of the school. All students learn early the importance of service to both the local and global communities.

The strong curriculum that supports and challenges learners is rooted in critical thinking, problem solving, reasoning, and research. Teachers use a variety of instructional methods and best practices to support learners in developmentally appropriate activities and projects. The research based Genius Hour, Middle School Seminar, and ELA Enrichment Studies are all indicative of explorative programs that are offered. Interdisciplinary learning is widely used incorporating STEAM (Science, Technology, Engineering, Art, and Math) lessons at every level. To educate the whole child, the academic program is enhanced by classes in art, library, music, physical education, Spanish, and technology. Students participate in the Chester County Science Fair, IHM Math Contest, Johns Hopkins Center for Talented Youth, and The Reading Olympics. The school has a robust Fine Arts program that showcases the talents of students in exhibits, performances, and competitions within the school, and throughout the region.

The most compelling evidence of the school's strong academic program is the success of its graduates who have excelled in many of the area's public, parochial, and private secondary schools. Thirty-eight percent of the class of 2016 qualified to sit for the prestigious Neumann Scholarship Examination in the Archdiocese of Philadelphia. Since 2002, eight students have been awarded Neumann scholarships. Many graduates have earned degrees from highly respected colleges and universities throughout the United States and are currently pursuing, or have already successfully completed, post graduate work in business, law, and medicine.

While the student body is predominately Catholic, St. Maximilian Kolbe Parish School enrolls and welcomes students of all faiths. The pastor, principal, and parent volunteers have reached out to area businesses to provide a scholarship fund which helps make a St. Maximilian Kolbe Parish School education available to all. In the current school year, the Earned Income Tax Credit program provided grants to 6% of the students, based on need. The Annual Fund, established by the parish, underwrites the daily operation of the school and provides the students with the latest technology, including a 1:1 iPad program for students in third through eighth grade, and a fully equipped Science Lab. The Home and School Association, as well as The Knights of Columbus, actively contribute to school programs.

St. Maximilian Kolbe Parish School is fortunate to have a dedicated faculty and staff, with one-third of the teachers holding masters degrees. The entire faculty works to continue their education through classes and teacher-centered workshops. The faculty participates in the Chester County Intermediate Unit professional development programs. Several teachers are also members of curriculum committees for the Archdiocese of Philadelphia.

Realizing the power of service on a developing child, even the youngest students experience helping others. The school has a large garden, tilled and planted by the students, with proceeds sent to the local food pantries. The Student Council organizes school-wide service events, while each class performs additional

service activities. The school provides a popular Kids in Action after school program where students participate in community outreach.

The St. Maximilian Kolbe Parish School community believes in the importance of enhancing strong academics with creative activities, such as: video club, choir, science fair, The Reading Olympics, chess club, band, dramatic and musical productions, and Science Explorers. Additionally, the Catholic Youth Organization (CYO) builds teamwork with competitive sports and service programs.

The mission of St. Maximilian Kolbe Parish School is to provide a challenging academic curriculum balanced with a strong commitment to service. The administrators, faculty, and parents strive to nurture students to grow in grace and make a positive impact on society.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

St. Maximilian Kolbe Parish School is dedicated to the pursuit of academic excellence. The Archdiocese of Philadelphia curriculum guidelines form the foundation for the school's rigorous curriculum. Dedicated teachers, with high expectations, craft learning environments that challenge and empower students to excel. The academic program provides the necessary framework for success throughout the students' educational and professional lives.

English Language Arts (ELA)

The reading and language arts curriculum at St. Maximilian Kolbe Parish School promotes literacy and fosters a life-long love of reading and writing. The reading series, Houghton-Mifflin Harcourt, and its online component, are aligned with the curriculum standards and guidelines of the Archdiocese of Philadelphia. The program includes the essential reading components: comprehension, fluency, phonemic awareness, and vocabulary development. Skills in reading, writing, speaking and listening are practiced, mastered, and assessed through regular formative and summative assessments. The students write informally in journals, blogs, and across curricular areas. They write formally in rubric-assessed writing assignments using informative, narrative, persuasive, and research skills. Using language arts skills while working individually and collaboratively, the students analyze, interpret, synthesize, and present information in all subjects. ELA Enrichment offers students opportunities to extend learning beyond the core curriculum. The goal of enrichment is to challenge students. In the enrichment group, students become actively engaged in reading, creative writing, listening, and speaking activities that are above grade level, are more in-depth or are more complex than the regular classroom work.

Mathematics

The school's mathematics curriculum is aligned with the curriculum standards. Teachers create lessons that provide students with a solid foundation for developing their analytical and reasoning skills. Teachers guide students to prioritize basic math fluency, improve number sense, and to develop complex critical thinking skills. Through a rigorous instructional process, students are able to demonstrate their understanding of complex mathematical concepts. Practice in computation, communicating, and problem-solving skills enables students to make real-world connections. The comprehensive math program includes daily instruction, the on-line component IXL, and a skills maintenance program. The implementation of STEAM lessons ensures integrated cross curricular math learning. The Chester County Intermediate Unit (CCIU) provides support for struggling math students. The Honors Math Program is an accelerated class offered to students in fifth through eighth grade who meet the Archdiocesan criteria. The curriculum challenges mathematically talented students to fulfill their potential.

Science

The Next Generation Science Standards, building on STEAM principles, form the science curriculum. This program supports the students in developing practical knowledge to explain real world phenomena. In the dedicated Science Lab, students engage in experiments and hands on inquiry-based activities while mastering proper use of scientific instruments. The Mindstorm Lego Robotics kits develop engineering, programming, and teamwork skills. Students think critically and logically, and come to realize the relationship between evidence and explanation. The students are curious and excited about finding solutions to real world problems. ELA skills are reinforced when students communicate and validate their findings. Sixth and seventh grade students participate in the annual school Science Fair. Students have been recognized at the county and regional levels. This year, the eighth grade will compete in the school's Robotics Challenge. Science Explorers is an after school club for young learners to investigate and discover the world of science. The science program boasts a number of graduates who have successful careers in science related fields.

Social Studies

The social studies curriculum inspires students to learn about the world and become responsible Catholic citizens. The program is designed in layers: at the base is the implementation of the standards that develop

concepts; however, it is the project based learning and simulations that forge character, empathy, and social responsibility. Activities like Colonial Day, mock trials and elections, and guest speakers transport students to different times and places in the world. These civic learning opportunities enable students to analyze and interpret issues.

Pre-K

The pre-kindergarten program follows the Archdiocesan Early Childhood Guidelines along with the Pennsylvania State Standards. Half day and full day options are available. The multi-sensory program addresses the broad developmental range of three and four year olds. Free playtime, both indoor and outdoor, is an integral part of educating the youngest students. The program provides a warm, nurturing, and safe environment where children learn through exploration and discovery in language arts, math, and science. Academic learning, including science and social studies, is incorporated into daily activities. Children enjoy visits by local authors and community service representatives. Children attend library, music, and physical education classes. The pre-kindergarten program is the school's gateway to kindergarten and the primary grades.

2. Other Curriculum Areas:

Religion - Parents choose St. Maximilian Kolbe Parish School in order for their children to live the Gospel values in all facets of their lives. The Archdiocese of Philadelphia provides the guidelines for a comprehensive program for Pre-K through grade eight on a daily basis. The curriculum is designed to impart knowledge of Catholic doctrine and to cultivate spiritual development through faith practices. Daily prayer, mass participation, and service projects encourage active student engagement. The administration and staff collaborate to foster an environment that offers students opportunities to live the school motto, Serving God Through Serving Others. The ultimate goal of the religion program is to nurture in each child a living faith fully animated through service that will continue throughout their lives.

Fine Arts - The fine arts program follows the Philadelphia Archdiocesan guidelines and the National Core Arts Standards. The program recognizes the value of the artistic process. Teachers develop weekly lessons in performance, aesthetics, and appreciation from early childhood to grade eight. These lessons promote critical thinking skills, nurture creativity, and build confidence. Whenever possible the arts programs incorporate their content from ELA, social studies, math, and science. Within the fine arts, students experience a wide variety of materials and media and a broad diversity of musical expression.

The students' artwork is proudly displayed throughout the school and in local and regional exhibits. Their musical talents are showcased in choir, liturgy band, and concert band. They perform at local and Archdiocesan Music Festivals and participate in musical stage productions that celebrate the musical, dramatic, and visual arts. The treasured fine arts program leads to a lifelong love and appreciation of the arts.

Physical Education - The purpose of the physical education program is to educate students about healthy practices and fitness for life. The heart of the program encourages respect through an environment of sportsmanship and inclusiveness. Pre-K through eighth grade are taught fundamental movements through games and other physical activities weekly. Special programs such as Hoops for Heart and Jump Rope for Heart help raise money for the American Heart Association while supporting the need for physical fitness and community service.

Technology- The technology program is seamlessly integrated into every grade and across the curriculum. The school employs the latest technology in the classrooms: computers, iPads, laptops, and interactive whiteboards. Students use technology proficiently and are responsible digital citizens. Children in kindergarten through grade five receive weekly formal instruction in the computer lab, based on the National Technology Standards. As part of the school's Strategic Technology Plan, each student in grades three through eight has a school owned iPad. The school has invested in the Google Apps for Education Suite for teachers and students. In addition, on-line textbooks, web-based resources and apps are used to enhance students' learning. The eighth grade students write, edit, and broadcast the monthly newscast from the in-house television station that is shared with the school community through the school's web page.

Spanish – St. Maximilian Kolbe Parish School is in compliance with the program’s foreign language requirements. Every student in grades one through eight receives Spanish instruction weekly. It includes the practice of communication, the appreciation of the culture, the integration of other content areas, and a connection to the community. The essential skills of reading, writing, and communication are developed for the students’ personal enjoyment and enrichment. The goal of the foreign language program is that students will apply their knowledge and skills beyond the school setting.

Library – The library is a learning center for the school. Students in Pre-K through grade eight receive library instruction weekly. Students are involved in story time, reading clubs, and research projects, individually as well as collaboratively. The library is a warm, welcoming place where students engage in curriculum-based activities, complete assignments, discuss books, work on research projects, or just enjoy a good book. The librarian works with the teachers to integrate library skills with classroom topics. Lessons support, extend, and enrich the curriculum. The school participates in The Reading Olympics which encourages an appreciation for books by increasing the quality and quantity of books read. The library program fosters a love of reading and a lifelong commitment to the pursuit of knowledge.

3. Instructional Methods, Interventions, and Assessments:

At St. Maximilian Kolbe Parish School, the education of the whole child is the primary goal. The faculty develops engaging lessons that accommodate the varied learning styles and needs of the students. Data collected provides a profile of each learner’s strengths and weaknesses. Teachers use the data to map future instruction. With this targeted approach to learning, teachers meet the individual needs of students.

Daily instruction often involves explicit teacher modeling of skills followed by students transitioning to independent, tiered practice. Fostering higher level thinking skills is built into the questioning techniques, open-ended writing prompts, and the challenging activities that teachers prepare for students. The teachers’ lessons encourage and guide students to investigate and experiment with related concepts across the curriculum. This includes writing in math class, designing in science, and researching in music. Project-based learning is built into the curriculum with rubric-based assignments, creative presentations, and group and individual projects.

The goal of every assessment is to provide information for educators as they measure learning, guide instruction, and track success and growth. Teachers in the primary grades use record keeping tools such as DIBELS, running records, and fluency rates to monitor reading growth. All teachers utilize tests, quizzes, and other authentic assessments that provide a window into a student’s ability to demonstrate mastery and application of skills. St. Maximilian Kolbe Parish School also assesses student growth and progress toward mastery through the Terra Nova, the standardized test prescribed by the Archdiocese of Philadelphia. Teachers generate subject-specific charts from Terra Nova scores to monitor individual and school progress and to guide instruction. Curriculum committees meet regularly to discuss strategies and adjust instructional practices to address the needs of the students. Using all assessment data collected, the principal and faculty make decisions for implementing enrichment, intervention and new programs.

The Chester County Intermediate Unit (CCIU) staff designs programs to help students with identified learning challenges narrow the gap in math, reading, and speech/language. Students experiencing learning difficulties are accommodated in the classroom in many ways including one-on-one instruction, visual clues, and modeling. Students with identified educational needs have their curriculum modified for successful learning. Many St. Maximilian Kolbe Parish School teachers serve on Instructional Support Teams (IST) that provide strategies for students experiencing learning or behavioral issues. Faculty members offer additional individualized instruction to students before, after, and during the school day.

Technology allows the faculty to use on-line programs such as IXL Math and ThinkCentral, a reading and science curriculum tool. These programs enable teachers to monitor progress and to foster independent learning. The Lego Mindstorm curriculum kits introduce STEAM activities into science classes. Every student from third through eighth grade is issued a school owned iPad that is used in daily work in many ways including: completing assessments, conducting research, programming robots, practicing skills, and

blogging with students from other schools.

At St. Maximilian Kolbe Parish School, fifth through eighth grade students who meet the Archdiocesan criteria are accepted into the Honors Math program. Recently an ELA Enrichment Program has been added to the curriculum. Experienced ELA teachers provide creative opportunities for qualified students in grades two through eight.

In the Genius Hour, students in grades one through five research, develop, and present projects based on their personal interest. In the Middle School Seminar for grades six, seven, and eight, students rotate through three specialized programs for language arts, science and social studies.

After school programs such as Science Explorers, Chess Club, and Kids in Action provide further avenues for expanding social and academic skills. The school choir and band foster an appreciation of the arts and create opportunities for the children to perform in the school plays and concerts. The members of the video club write, direct, film, and edit stories and highlight events for a monthly school news broadcast from WSMK studio.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

St. Maximilian Kolbe Parish School embodies a child-focused, Catholic school culture. Every action, interaction, and decision made by the staff must benefit the children. This means that the faith-centered curriculum, school programs, activities, and the after school instructional classes all focus on improving children's lives.

The faculty engages the students through active learning. The students are challenged by the teaching processes to explore, investigate, and analyze problems through cooperation and collaboration. Technology is woven into everyday routines in the classroom. This enriches students' school experiences and enhances their ability to find alternative answers in an ever changing world.

Students are connected to each other through the leadership of the school's student council, whose officers and class representatives meet to plan and implement activities aligned with the school's commitment to service. Additional school sponsored activities such as Treats for Troops, Pet Food for the Lord's Pantry Food Bank and Cuddle My Kids strengthen students' interpersonal relationships. These interactions enrich the school community, boost school spirit, and deepen students' growth: spiritually, intellectually, socially, emotionally, and physically.

The school is closely linked to the parish. The children actively participate as choir members, lectors, and servers for school liturgies and Sunday masses. They also perform dramatic presentations of the scripture. This nurtures their faith and fosters spiritual and emotional growth.

The teachers of St. Maximilian Kolbe Parish School are dedicated to the children they teach. They lead by example inside and outside the classroom. Teachers have a strong commitment to ongoing professional development. They are active on committees for each educational core discipline and routinely participate in continuing education sessions. All teachers are vigilant about ensuring a safe and secure school environment. In addition, faculty representatives are important members of the Home and School Association and the School Advisory Board. Teachers are also actively involved in fundraising activities that support the school. Together, the parents, staff, teachers, and administrators are the key to the current and future success of St. Maximilian Kolbe Parish School.

2. Engaging Families and Community:

The St. Maximilian Kolbe Parish School community is blessed to have administrators, teachers, and parents who are fully invested in the school and committed to the mission of educating the whole child. Together the pastor and principal establish a welcoming tone for the entire parish community. One of their primary responsibilities is creating a strong academic environment where students feel accepted and challenged to do their best; and their families share in this positive experience. Teachers communicate frequently with parents regarding students' academic progress using the online service, MyStudentsProgress, through telephone calls, email, and personal conferences. The instructional support team (IST) made up of teachers, administrator, and specialists aids families with children who are experiencing academic and/or behavioral issues. The team members meet to determine strategies that will lead to classroom success. The group monitors progress and evaluates accommodations that are helping students achieve. C.A.R.E.S. (Children Are Receiving Extended Services), an after school program offered to working families, is conducted by teachers. The program gives parents the security that their children are safe and cared for when school is over for the day. After school clubs offer a selection of activities that appeal to children's varied interests. These clubs include: Kids in Action, Science Explorers, Chess Club, school choir, Girl Scouts, and CYO sports.

Parents enthusiastically offer their time, talent, and treasure in support of the school's endeavors. They serve in a variety of ways: parents volunteer in the office, library, classrooms, lunchroom, and the school yard. Likewise, they plan events, serve on committees, and raise funds. Their essential and invaluable

service in the school sets a good example for their children who welcome and enjoy their parents' involvement. The St. Maximilian Kolbe Parish School community is family focused. Activities such as A Kolbe Christmas and Kids in Action are specifically designed to include the entire family. St. Maximilian Kolbe Parish School boasts a vibrant Home and School Association that creates and sponsors events for the entire school and parish. This group works cooperatively with the principal and the teachers to plan events that are fun for the students, promote fellowship in the community, and raise funds that support the financial health and well-being of the school.

3. Professional Development:

The St. Maximilian Kolbe Parish School faculty models its belief in lifelong learning through continual professional development. Recognizing that a continued and well rounded education is paramount to the success of both teachers and students, the faculty has participated in professional development in the core subjects of language arts and math, as well as, the sciences, the arts, and catechetical studies. With the financial assistance of St. Maximilian Kolbe Parish and the Chester County Intermediate Unit (CCIU), teachers have capitalized on the opportunity to attend workshops, seminars, conferences, and graduate level classes. Many teachers have earned master's degrees in education and one teacher is certified as a reading specialists.

In an effort to grow in knowledge of the faith, and in accordance with Archdiocesan requirements, teachers earn sixteen religious education credits for certification and maintain that status through one religion credit annually. Most teachers have earned, or are in the process of earning, their religious certification.

Professional development is deliberately designed to meet academic goals: to gain knowledge of students' strengths and needs, to devise strategies based on that knowledge, and to implement lessons to meet those needs. Teachers are engaged in programs to learn to analyze and use data to drive instruction. They attend workshops for strategies in differentiation, flexible grouping, and project based learning.

Teachers work to stay current with educational trends by attending reading and writing workshops, literacy conferences, math and science training. In fact, two specific examples of the impact of professional development on the curriculum include The Connelly Foundation Summer Tech Academy and DefinedStem workshops. The summer technology program has provided invaluable training for faculty in the use of iPads. The science workshops resulted in the inclusion of engineering and robotics units in the science curriculum. Teachers have also taken advantage of innovative courses such as the Flipped Classroom and Yoga in the Classroom.

Many faculty members belong to professional organizations aligned with their academic specialty. Not only do members of the administration and faculty participate in ongoing professional development, they work at local universities as adjunct professors and serve as student teacher mentors within the school. Teachers have assisted in the development of the art, religion, library, and technology curricula for the Archdiocesan elementary schools which have impacted not only students, but teachers and staff.

4. School Leadership:

The leadership of St. Maximilian Kolbe Parish School, the pastor and the principal, are deeply committed to the school's mission. Together they actively foster a Christ-centered Catholic community called to model Jesus' Law of Love.

The pastor provides spiritual leadership by establishing the Catholic identity of the parish community. He celebrates liturgies, administers the sacraments, and works with the principal to maintain the integral relationship between the parish and the school. The principal is responsible for cultivating an environment where students actively live the Gospel, providing a varied and challenging academic curriculum, and supervising faculty and staff. The pastor and principal work collaboratively to manage school finances.

A spirit of cooperation characterizes the relationships among the leadership, faculty, staff and families. Each person is valued and is invested in creating a vibrant and dynamic community dedicated to ensuring

that children flourish.

The pastor and the principal recognize the essential role that every individual plays in living out the school's mission. Cognizant of the fact that all decisions must benefit children, leadership seeks input from relevant members in decision making. The administrator leads faculty and staff through the process of implementing new programs and policies that directly affect student learning. Teachers and staff share in leadership by taking responsibility for most of the school's programs and activities.

The operational model for the school is represented as five interlocking gears working together. Each gear corresponds to one of the five essential school functions: Catholic Identity; Curriculum, Instruction, Assessment and Supervision; Service Activities and Events; Advancement and Marketing; and Professional Development. Every member of the school community is committed to the model of the five gears and is responsible for several activities within each of these functions. Teachers model Jesus' Law of Love, chair curriculum committees, coordinate and lead service activities, sponsor clubs, and work with parent groups, in addition to upholding a high academic standard within the classroom.

Leadership recognizes the complex responsibilities of maintaining high standards every day while planning for a secure future. St. Maximilian Kolbe Parish School established an Advisory Board in 2012. This group, comprised of the pastor, principal, the parish business manager, a teacher and parents, offers advocacy, direction, and guidance in helping the school support its mission to be a vibrant, faith-filled, financially self-sustaining, teaching, and learning community. In 2014, the board established an Annual Fund to promote financial stability and to provide the resources needed for an exceptional education. This fund has raised more than \$125,000 each year.

PART VI – STRATEGIES FOR ACADEMIC SUCCESS

The practice that all stakeholders in the St. Maximilian Kolbe Parish School community commit to and live each day is working to develop the whole child: spiritually, intellectually, socially, emotionally, and physically. To achieve this goal, a culture that values the individual child is carefully and deliberately crafted. The guiding principle that every action, every interaction, and every decision must benefit children is the determinant for all programs and activities. Then, all programs and activities are constructed to fully integrate all aspects of the whole child.

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? \$6000
(School budget divided by enrollment)

4. What is the average financial aid per student? \$1630

5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 23%

6. What percentage of the student body receives scholarship assistance, including tuition reduction? 98%

PART VIII – ASSESSMENT RESULTS FOR NORM-REFERENCED TESTS

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: Terra Nova 3 with
InView Common Core

Grade: 3

Edition/Publication Year: 2010

Publisher: CTB/McGraw-
Hill LLC

**Scores are reported here
as:** Percentiles

School Year	2015-2016
Testing month	Mar
SCHOOL SCORES	
Average Score	84
Number of students tested	21
Percent of total students tested	100
Number of students alternatively assessed	0
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: Disaggregated test data for subgroups was not provided because there were less than 10 students in each grade in the designated subgroup. Eighth grade did not take the test because it was not required by the Archdiocese of Philadelphia.

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: Terra Nova 3 with
InView Common Core

Grade: 4

Edition/Publication Year: 2010

Publisher: CTB/McGraw-
Hill, LLC

**Scores are reported here
as:** Percentiles

School Year	2015-2016
Testing month	Mar
SCHOOL SCORES	
Average Score	81
Number of students tested	22
Percent of total students tested	100
Number of students alternatively assessed	0
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: Disaggregated test data for subgroups was not provided because there were less than 10 students in each grade in the designated subgroup. Eighth grade did not take the test because it was not required by the Archdiocese of Philadelphia.

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: Terra Nova 3 with
InView Common Core

Grade: 5

Edition/Publication Year: 2010

Publisher: CTB/McGraw-
Hill, LLC

**Scores are reported here
as:** Percentiles

School Year	2015-2016
Testing month	Mar
SCHOOL SCORES	
Average Score	84
Number of students tested	31
Percent of total students tested	100
Number of students alternatively assessed	0
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: Disaggregated test data for subgroups was not provided because there were less than 10 students in each grade in the designated subgroup. Eighth grade did not take the test because it was not required by the Archdiocese of Philadelphia.

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: Terra Nova 3 with
InView Common Core

Grade: 6

Edition/Publication Year: 2010

Publisher: CTB/MCGraw-
Hill, LLC

**Scores are reported here
as:** Percentiles

School Year	2015-2016
Testing month	Mar
SCHOOL SCORES	
Average Score	91
Number of students tested	30
Percent of total students tested	100
Number of students alternatively assessed	0
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: Disaggregated test data for subgroups was not provided because there were less than 10 students in each grade in the designated subgroup. Eighth grade did not take the test because it was not required by the Archdiocese of Philadelphia.

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: Terra Nova 3 with
InView Common Core

Grade: 7

Edition/Publication Year: 2010

Publisher: CTB/McGraw-
Hill, LLC

**Scores are reported here
as:** Percentiles

School Year	2015-2016
Testing month	Mar
SCHOOL SCORES	
Average Score	86
Number of students tested	32
Percent of total students tested	100
Number of students alternatively assessed	0
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: Disaggregated test data for subgroups was not provided because there were less than 10 students in each grade in the designated subgroup. Eighth grade did not take the test because it was not required by the Archdiocese of Philadelphia.

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA

Test: Terra Nova 3 with In View Common Core

Grade: 3

Edition/Publication Year: 2010

Publisher: CTB/McGraw-Hill LLC

Scores are reported here as: Percentiles

School Year	2015-2016
Testing month	Mar
SCHOOL SCORES	
Average Score	84
Number of students tested	21
Percent of total students tested	100
Number of students alternatively assessed	0
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: Disaggregated test data for subgroups was not provided because there were less than 10 students in each grade in the designated subgroup. Eighth grade did not take the test because it was not required by the Archdiocese of Philadelphia.

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA

Test: Terra Nova 3 with
InView Common Core

Grade: 4

Edition/Publication Year: 2010

Publisher: CTB/McGraw-
Hill, LLC

**Scores are reported here
as:** Percentiles

School Year	2015-2016
Testing month	Mar
SCHOOL SCORES	
Average Score	85
Number of students tested	22
Percent of total students tested	100
Number of students alternatively assessed	0
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: Disaggregated test data for subgroups was not provided because there were less than 10 students in each grade in the designated subgroup. Eighth grade did not take the test because it was not required by the Archdiocese of Philadelphia.

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA

Test: Terra Nova 3 with
InView Common Core

Grade: 5

Edition/Publication Year: 2010

Publisher: CTB/McGraw-
Hill, LLC

**Scores are reported here
as:** Percentiles

School Year	2015-2016
Testing month	Mar
SCHOOL SCORES	
Average Score	81
Number of students tested	31
Percent of total students tested	100
Number of students alternatively assessed	0
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: Disaggregated test data for subgroups was not provided because there were less than 10 students in each grade in the designated subgroup. Eighth grade did not take the test because it was not required by the Archdiocese of Philadelphia.

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA

Test: Terra Nova 3 with
InView Common Core

Grade: 6

Edition/Publication Year: 2010

Publisher: CTB/McGraw-
Hill, LLC

**Scores are reported here
as:** Percentiles

School Year	2015-2016
Testing month	Mar
SCHOOL SCORES	
Average Score	88
Number of students tested	30
Percent of total students tested	100
Number of students alternatively assessed	0
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: Disaggregated test data for subgroups was not provided because there were less than 10 students in each grade in the designated subgroup. Eighth grade did not take the test because it was not required by the Archdiocese of Philadelphia.

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA

Test: Terra Nova 3 with
InView Common Core

Grade: 7

Edition/Publication Year: 2010

Publisher: CTB/McGraw-
Hill, LLC

**Scores are reported here
as:** Percentiles

School Year	2015-2016
Testing month	Mar
SCHOOL SCORES	
Average Score	86
Number of students tested	32
Percent of total students tested	100
Number of students alternatively assessed	0
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: Disaggregated test data for subgroups was not provided because there were less than 10 students in each grade in the designated subgroup. Eighth grade did not take the test because it was not required by the Archdiocese of Philadelphia.