

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

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[ ] Public or [X] Non-public

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

Name of Principal Sister Regina Elinich IHM

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

Official School Name Saints Simon and Jude School

(As it should appear in the official records)

School Mailing Address 6 Cavanaugh Court

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

City West Chester      State PA      Zip Code+4 (9 digits total) 19382-7905

County Chester

Telephone (610) 696-5249      Fax (610) 696-4682

Web site/URL http://school.simonandjude.org      E-mail srelinich@simonandjude.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. Peter Federico  
(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

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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

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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	0	0	0
K	17	20	37
1	18	16	34
2	25	17	42
3	21	22	43
4	16	15	31
5	22	16	38
6	24	20	44
7	15	21	36
8	21	19	40
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
<b>Total Students</b>	179	166	345

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 1 % Asian
  - 0 % Black or African American
  - 1 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 96 % 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 2015 – 2016 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, 2015 until the end of the 2015-2016 school year	0
(2) Number of students who transferred <i>from</i> the school after October 1, 2015 until the end of the 2015-2016 school year	5
(3) Total of all transferred students [sum of rows (1) and (2)]	5
(4) Total number of students in the school as of October 1, 2015	371
(5) Total transferred students in row (3) divided by total students in row (4)	0.013
(6) Amount in row (5) multiplied by 100	1

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: 0 %  
1 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>4</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>5</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>6</u> Speech or Language Impairment
<u>2</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>3</u> Multiple Disabilities	<u>1</u> Developmentally Delayed

9. Number of years the principal has been in her/his position at this school: 1
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	<b>Number of Staff</b>
Administrators	1
Classroom teachers including those teaching high school specialty subjects	18
Resource teachers/specialists/coaches e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	8
Paraprofessionals under the supervision of a licensed professional supporting single, group, or classroom students.	5
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	5

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 19:1
12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

<b>Required Information</b>	2015-2016	2014-2015	2013-2014	2012-2013	2011-2012
Daily student attendance	97%	97%	97%	96%	97%
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.

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

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

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

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

We commit to learning, proclaiming and living the Good News of Jesus Christ. We develop all for leadership to serve with compassion, courage and competence.

## PART III – SUMMARY

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Saints Simon and Jude (SSJ), a Roman Catholic Parish School, located in West Chester, Pennsylvania, a western suburb of Philadelphia, is fully accredited by Middle States Association of Colleges and Schools. The SSJ School community is comprised of primarily middle to upper class caucasian families.

With parish support, the school opened on September 4, 1962 with an enrollment of 327 students. The Sisters, Servants of the Immaculate Heart of Mary (IHM) staffed the school. There were eight classrooms at its opening.

The physical facilities as well as the academic vision have continually expanded to meet the needs of the growing population and the demands of current educational trends. In 1970 and 1990, additional classrooms and a gymnasium were added. In the spring of 2004, ground was broken to begin construction of a new church. The renovation allowed increased space and utilization of the original church building for both parish and school needs, including a designated lunchroom. The building was further renovated in 2009 and 2013 with additions of a new science lab and HVAC system throughout the school.

During the summer of 2014, the offices for the principal and secretary were relocated to the main school entrance. A new security system was installed, which included cameras monitoring the main and secondary entrances as well as a locked vestibule. In addition, the computer lab was upgraded with modular trapezoidal computer desks and 30 new iPads to keep technology resources up to date with current educational trends encouraging cooperative group work. Students in grades 6 to 8 have been issued their own individual devices for classroom instruction.

Today the facility includes 18 classrooms housing two divisions of Kindergarten (K) through grade 8, designated spaces for library, technology instruction, science lab, art, music, Spanish, Honors Math, conference room, remediation/small group instruction and an Advancement Office. With a current student body of 345, faculty and services have grown to include an IHM principal, 25 full-time faculty members, four part-time teachers and four IHM Sisters who serve in supportive roles.

SSJ has a variety of traditions in place to contribute to the service of the wider community. Preparing students to be good citizens of heaven and earth, students assemble daily with the faculty and staff to hear a reflection on the Gospel and the saint of the day, pray, bestow a blessing on those celebrating birthdays, say the pledge of allegiance and sing a patriotic song. A class attends Mass each day and the entire school community attends First Friday Mass once a month, which together with seasonal prayer devotions are part of the students' faith formation. As an extension of their faith, students participate in many community projects including peanut butter and jelly collection and Thanksgiving food drives, holiday bags for the Saint Agnes Day Room, helping at Cradles to Crayons, weekly mission collections donated to a variety of charities, tabs for the Ronald McDonald House and collections for retired IHM Sisters of Camilla Hall. This dedication to service helps to strengthen the sense of community at Saints Simon and Jude School and Parish.

Together with this strong faith-based philosophy, SSJ is committed to encouraging and challenging all students to be motivated learners. To this end, the faculty has created a dynamic learning environment that incorporates the Common Core Standards leading students to become high-level critical thinkers and problem solvers. Differentiated instruction is applied at all grade levels to meet the needs of students. Through the use of current technology, including Smart Boards and iPads, teachers implement best practices in the classroom to encourage active learning and creative problem solving. Saints Simon and Jude School has services of three learning support teachers from the Chester County Intermediate Unit (CCIU) to help students in the areas of math, reading and speech/language skills.

Recognizing that children have different talents and interests, SSJ offers a wide variety of extracurricular and co-curricular activities. Activities include the Catholic Youth Organization (CYO), which offers a wide variety of sports for grades K through 8, Science Explorers, Bricks 4 Kids, Kitchen Wizards, Art Club, Homework Help Club, forensics, Reading Olympics, Student Council, choral groups, instrumental music,

altar serving and scouting groups. Programs that promote a sense of school community include Middle School Club Days, student buddy program, Faculty Organizing a Community Uniting Students (FOCUS) and peer mediation.

SSJ strives to educate and develop all students academically, emotionally, physically, socially and spiritually. With the strong dedication of the faculty, parents and parish community, Saints Simon and Jude is able to accomplish its goals of empowering students with the tools to succeed in a life filled with compassion, courage and competence.

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## PART IV – CURRICULUM AND INSTRUCTION

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### 1. Core Curriculum:

SSJ follows the curriculum guidelines as set forth by the Archdiocese of Philadelphia which reflects the Common Core Standards. The dynamic program provides clear expectations, differentiated instruction and relevant, rigorous assessments to empower each student to reach his/her educational potential.

English Language Arts (ELA) - The ELA program at SSJ is integrated across the curriculum. Primary level students acquire foundational skills through exposure to a language-rich environment to develop comprehension, fluency, vocabulary, spelling, writing, grammar and oral expression. The Scott Foresman Reading Street program, aligned with the Common Core Standards, provides many resources to support differentiated instruction. Independent learning stations using a variety of teaching modalities build student skills in word analysis and phonics to meet the needs of stronger ELA students as well as struggling readers. Students are exposed to classical and contemporary literature during instruction and independent reading to encourage a lifelong love of reading. The Reading Olympics program offers extracurricular opportunity for motivated readers in grades 4 to 8 to share books with others in the region. Reading and writing skills are further enhanced in grades 5 to 8 with the Achieve3000 online program, where non-fiction articles are tailored to each student's Lexile reading level.

Writing at SSJ begins with basic letter formation and journaling in the early grades, and develops to research reports, persuasive arguments and creative narratives at the upper levels. In order to foster precise and purposeful writing, students are taught the correct use of standard English grammar and writing conventions. Students engage in frequent small and large group discussions in order to sharpen their critical thinking and verbal communication skills required for writing cogent literary analysis and critique. Writing across all curriculum areas is emphasized and used as an essential assessment tool.

Mathematics - The mathematics curriculum provides students with foundational skills in problem solving, computation, modeling and communication. Students are encouraged to think critically to solve real-world applications rather than only memorized concepts. The continuity of the math curriculum starting in the early grades helps to familiarize students with strategies for higher-order thinking. Grade level content is built on previously presented material and practice. Topics progressively cover numerical operations, measurement, geometry and algebraic thinking to prepare students for Algebra I content in eighth grade. The Honors Math program offers qualifying students an opportunity to move at a faster pace and deepen their understanding of complex mathematical concepts. Advanced students participate in the IHM math contest where they apply a wide variety of solving skills. To meet the needs of students requiring additional support, the CCIU provides small group and individual instruction.

Science - The science curriculum encompasses multiple aspects of earth, space, life and physical science through the use of Science Fusion and Lab Learner Programs. Students in grades K to 8 develop higher-order thinking skills through these inquiry based, hands-on cross-curricular programs. Weekly labs allow the students to work through the Scientific Method and continue to develop important math and writing skills. Students record results using data tables and graphs, analyzing the data to draw scientific conclusions based on the evidence. The academic needs of all students are met using whole group instruction, cooperative grouping, formative and summative assessments.

Social Studies - The social studies curriculum continues to create active, informed citizens for the 21st century. Students begin by studying the local community in primary grades and in grade 4 begin learning the history of the United States and the world. Both physical and cultural geography are stressed to help students understand the social, economic and cultural elements which influence history. The students are engaged in civic learning activities in and out of the classroom. The annual Student Council election familiarizes students with the voting process. Teachers across grade levels incorporate activities including mock elections, visits from State Representatives, and awareness of current events with the goal of shaping knowledgeable citizens of the future. Collaborative, project-based learning and access to technological resources allow students to grasp historical events and place them in context as they assume the role of responsible citizens in the 21st century.

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

Complementing the core curriculum, students are instructed in areas vital for a well-rounded education.

**Religion** - In accordance with archdiocesan guidelines, religion is part of the daily K to 8 curriculum. Instruction focuses on the teachings of Jesus Christ, church history and doctrine guiding students to live the Gospel message through prayer, worship and service. Students exhibit their knowledge of Catholic beliefs, scripture, social justice and service through academic assessments as well as lived example. Students in grades 2 and 6 are prepared for reception of the Sacraments of First Reconciliation, First Eucharist and Confirmation. An IHM Sister provides religious enrichment class weekly for grades K to 4, sharing stories of the Old and New Testaments. Students are called to exemplify a Christian attitude by repeating daily that all their actions indicate respect for Jesus.

**Art** - The art curriculum follows guidelines developed by the Archdiocese of Philadelphia. The objective is to introduce and develop art skills while incorporating elements of art and principles of design. Grades K through 8 are introduced to artists and their art styles to develop an appreciation for art. Hands-on projects further extend learning while giving students the opportunity to explore their creativity using a variety of art materials. Weekly art instruction for all grades produces artistic accomplishments to be proudly displayed throughout the school.

**Library** - Library and research skills are taught to grades K to 8 weekly. The library program supports and extends all curricular areas and prepares students to become lifelong learners through reading.

**Spanish** - SSJ is in compliance with archdiocesan foreign language requirements for grades K to 8. The weekly lessons engage verbal, written and reading skills. Students are exposed to cultural differences through media, technology, music and art. Verbal pronunciation is stressed to ensure accuracy in communication. Upper grades are instructed in elements of grammar that reflect and support aspects of ELA.

**Music** - During weekly music instruction, students in grades K to 3 participate in instrumental, singing, dancing and movement activities. Grades 4 to 6 focus on learning and applying the elements of music while playing instruments. They also apply musical concepts to group performance projects. Students in grades 7 and 8 focus on the elements of music and musical time periods through print information, song, iPad apps and group projects. In addition to general music, students are invited to join chorus in grades 2 to 4 and concert choir in grades 5 to 8. Students in these groups participate in cantoring, Archdiocesan Festivals and school concerts. Instrumental lessons are available to students in grades 4 to 8 whose families choose to employ the service. These students also perform in school concerts and events and many have qualified for the Archdiocesan Honors Band Festival.

**Physical Education** - The weekly physical education program is designed for students in grades K to 8. Students are encouraged to grow, challenge themselves, and foster their individual talents to be the best Christian person they can be while respecting the gift of body, mind and spirit. Teaching the value of physical activity and its contribution to a healthy, active lifestyle is integral to the goal of lifelong fitness.

**Technology** - Students have access to technology throughout the school. The computer lab is equipped with sufficient hardware for weekly class instruction. All students in grades K to 8 learn valuable skills, which build their technological awareness and establish cross curricular connections. Students in grades 6 to 8 have personal devices provided for home and school use. iPads are also available in the library and in younger grade classrooms per teacher request. To enhance instruction, classrooms are equipped with SMARTBoards, projectors and Apple TV's. The school has access to Google Apps for Education and staff members, as well as students in grades 4 to 8, have a Google account.

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

SSJ uses diagnostic, formative and summative assessments to ascertain areas of competency and need in order to build and sustain an environment that supports the success of each student.

At each grade level, teachers differentiate instruction based upon learning styles and academic abilities. Lesson plans, based on the Common Core Standards and using the Understanding by Design model, lead teachers to set anticipated student performance goals and then determine any needs for remediation or enrichment. Instructional methods include direct instruction, inquiry-based learning, cooperative learning, project-based learning and flexible grouping. Flexible grouping lessons are particularly helpful in targeting the needs of students who are advanced, on-level or in need of strategic intervention.

## **PART V – SCHOOL SUPPORTS**

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

A positive climate at SSJ is created through community support wherein faculty and students thrive in an atmosphere of learning and caring. Leadership, collaboration and responsibility are key components that support students' academic, social and emotional growth. Reading, writing, listening, speaking and problem solving skills improve within such a climate because each student is guided to reach his/her full potential.

Motivation to grow academically, socially and emotionally is provided for all students. Grades 7 and 8 can achieve academic honors with each trimester's grades. Success in First in Math, Reading Olympics, math contests, Science Expo, art shows, music performances, essay contests and CYO sports achievements are recognized at morning assembly, in the weekly newsletter and parish bulletin. Students take active roles in school liturgies, lead daily prayer, make school-wide announcements and act as tour ambassadors to greet new families and promote their school. Student Council provides a meaningful connection to the school community by generating ideas to promote school spirit, discussing issues that may arise and organizing school-wide service projects. Monthly FOCUS groups allow faculty members to meet small groups of students with a goal of building new relationships and friendships across grade-levels. The Peacemaker of the Month Award is presented to students who demonstrate a monthly Christian virtue. The Peace Committee, consisting of faculty, students and parents, work together to provide a safe, respectful and positive environment. The student buddy program pairs students in grades 6 to 8 with students in grades K to 2 to participate in various activities together, such as attending Mass and celebrating special events.

The school community creates an atmosphere where the faculty members are valued and supported. The teachers and administration collaborate to set direction regarding policies and curriculum. Financial support provides training opportunities and resource investments for professional development and the tools necessary to instruct effectively. Faculty members support one another during morning prayer, birthday celebrations, academic collaboration and participation in an annual retreat. The principal recognizes and nominates teachers for various accomplishments and awards. Strong parental support is evidenced through the Home and School Association's sponsorship of weekly lunches, Teacher Appreciation Day and monetary gifts provided for birthdays, Christmas and classroom supplies.

This collaborative effort among faculty, students and parents has created an environment that strives to provide SSJ with a strong sense of community for all.

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

SSJ engages parents and the broader community for student success and school improvement.

Family engagement is achieved primarily through the Home and School Association. Meetings for the board and general membership are avenues to share information and ideas. Parents organize a host family program for new families helping with transition and retention. Parental engagement is also demonstrated through the strong support of volunteers who assist as cafeteria/recess monitors, homeroom parents, field trip chaperones and library aides. The Home and School sponsors events such as Walk-a-Thon, Santa's Secret Shop, Breakfast with Santa and Book Fair to engage families throughout the year.

SSJ has three committees in which parents participate. They work with faculty, staff and students on the Peace Committee to create an environment where each child feels nurtured and affirmed. They work with the principal and advancement director on the Marketing Committee to promote the school and support future success. Parents work with our community police officer on the Security Committee to assure the highest degree of safety possible.

Parents are apprised of their child's progress in various ways. The online grading system, My Student's Progress (MSP), allows for consistent tracking of academic performance. Parent-teacher communication is ongoing throughout the year. Progress reports are posted mid-trimester and parent-teacher conferences are

scheduled yearly. Annual Terra Nova reports are distributed and results are shared by the principal during a Home and School Association meeting. Academic successes and high school scholarship offerings are announced to the community through various marketing venues and social media. There is also an established protocol for parent communication through the use of weekly posted newsletters, teacher webpages and personnel email.

The school community connects with the parish community by submitting information for the weekly bulletin, joining in times of worship, helping to clean the church and perform needed tasks when possible. A close relationship with Immaculata and Neumann Universities welcomes education majors as observers and student teachers to fulfill their program requirements.

The school is supported by individuals and companies who provide tuition assistance through the Pennsylvania Educational Improvement Tax Credit Program and the SSJ Catholic Education Fund. Donors are periodically invited to the school to experience the power of their gift. School administration works with the Archdiocesan Office of Catholic Education, the Chester County Foundation for Catholic Education and other Chester County schools to support development, enrollment and strong academic programs for long-term school success.

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

SSJ teachers and administration believe that they, like students, should strive to be lifelong learners. As such, the faculty actively engages in professional development. Worthwhile opportunities are utilized in person and through webinars provided by national and local agencies such as the National Catholic Educational Association (NCEA), CCIU, archdiocesan offices, the Council of Teachers of Mathematics and the Sophia Institute.

All teachers are degreed and possess Pennsylvania (PA) State Certifications. Professional development is ongoing for all teachers. Several have achieved while others continue to work towards obtaining a Master's Degree. All teachers are required to earn 16 religion credits, which provides a catechetical certification, and maintain this status with yearly updates.

The faculty as a whole and as individuals have completed professional development in various areas. The Archdiocese and the CCIU support continuous growth by providing workshops as well as distributing Title II-A funds for educational pursuits.

Pursuant to Middle States reaccreditation, teachers set personal goals to seek professional development especially in math and writing, with focus on rubrics and writing in and across all curriculum areas. Common Core Standards, Differentiated Instruction, Understanding By Design and Flipped/Blended Learning are examples of workshops presented to the faculty. With attention to all needs, they have attended presentations about brain injuries, epilepsy, hearing loss and safety training. The staff participates in technology training in areas such as online grading and use of personal devices in the classroom. Before a new text series is introduced, teachers meet representatives from several companies to carefully choose the series that best meets curriculum standards and student needs. After selection, they take advantage of the on-going assistance for full implementation.

Faculty members belong to professional organizations such as the Chester County Reading Association and the Keystone State Reading Association, where they are able to collaborate with teachers from across the county and state. SSJ teachers use the knowledge from professional development to share with the faculty and serve on archdiocesan curriculum committees. SSJ teachers and administration set an example of lifelong learning for their students in their ongoing pursuit of knowledge.

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

The governance and leadership of the school is the work of the pastor, principal and Board who are also supported by the parish Finance and Pastoral Councils. Together all work to lead the school in adherence to the Mission Statement, striving for spiritual, academic and financial strength. Established in the fall of

2016, the Board exists to support the school, helps lead a goal-centered and sustainable future and works in concert with the Office of Advancement. The Board promotes and advances the school's mission for the education and instruction of students, and fosters the highest possible standards of academic and religious education, while assisting them to reach the fullness of Christian life.

The vision of the governance, leadership and board is to ensure the integrity, effectiveness, and reputation of the school through the establishment of sound policy, stable provision of resources and assurance of a quality educational program. The governance and leadership are charged to act ethically and consistently to assure an atmosphere of mutual respect and purposeful effort on behalf of students and their learning. They assist to create a productive environment for teaching and learning, timely and open communication with stakeholders, and the vision necessary for day-to-day operations and long-term planning.

The pastor is supportive of the school in his words and actions. He responds to requests for his input and presence and is seen as spiritual leader and role model. The parish priests celebrate school Masses, prayer services and visit classrooms. The pastor is frequently present at morning assembly where the school community comes together to begin the day.

The principal is a member of a religious community, who seeks to lead with generosity and dedication to high standards in all areas. The leadership style of the principal is collaborative, which instills a strong sense of ownership among all. She keeps the parents informed through Home and School Association meeting presentations, the weekly church bulletin and school newsletter and works cooperatively with the teachers throughout the year. The principal provides a constant positive attitude and constructive energy, which propels the school community forward.

The joint efforts of the school's leadership, teachers and stakeholders is part of what makes SSJ a successful school fulfilling its mission to be models of compassion, courage and competence.

## PART VI – STRATEGIES FOR ACADEMIC SUCCESS

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SSJ’s tagline is “The community you feel. The lessons you love.” This motto is a reflection of reality and a visionary goal, which parents and those who enter, see as a commendable aspect of the school. It is the belief that children thrive academically when their social and emotional needs are met.

## PART VII – NON-PUBLIC SCHOOL INFORMATION

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1. Non-public school association(s): Catholic

Identify the religious or independent associations, if any, to which the school belongs. Select the primary association first.

2. Does the school have nonprofit, tax-exempt (501(c)(3)) status?      Yes X      No

3. What is the educational cost per student?      \$6113  
(School budget divided by enrollment)

4. What is the average financial aid per student?      \$2558

5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?      34%

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

**PART VIII – ASSESSMENT RESULTS FOR NORM-REFERENCED TESTS**

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**REFERENCED BY NATIONAL NORMS**

**Subject:** Math

**Test:** Terra Nova 3

**Grade:** 3

**Edition/Publication Year:** 2012

Common Core

**Publisher:** CTB McGraw-Hill

**Scores are reported here as:** Scaled scores

School Year	2015-2016
Testing month	Mar
<b>SCHOOL SCORES</b>	
Average Score	637.4
Number of students tested	35
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

**Subject:** Math

**Test:** Terra Nova 3  
Common Core

**Grade:** 4

**Edition/Publication Year:** 2012

**Publisher:** CTB McGraw-Hill

**Scores are reported here as:** Scaled scores

School Year	2015-2016
Testing month	Mar
<b>SCHOOL SCORES</b>	
Average Score	660.6
Number of students tested	36
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

**Subject:** Math

**Test:** Terra Nova 3  
Common Core

**Grade:** 5

**Edition/Publication Year:** 2012

**Publisher:** CTB McGraw-Hill

**Scores are reported here as:** Scaled scores

School Year	2015-2016
Testing month	Mar
<b>SCHOOL SCORES</b>	
Average Score	686
Number of students tested	50
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

**Subject:** Math

**Test:** Terra Nova 3  
Common Core

**Grade:** 6

**Edition/Publication Year:** 2012

**Publisher:** CTB McGraw-Hill

**Scores are reported here as:** Scaled scores

School Year	2015-2016
Testing month	Mar
<b>SCHOOL SCORES</b>	
Average Score	709.6
Number of students tested	37
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

**Subject:** Math

**Test:** Terra Nova 3  
Common Core

**Grade:** 7

**Edition/Publication Year:** 2012

**Publisher:** CTB McGraw-Hill

**Scores are reported here as:** Scaled scores

School Year	2015-2016
Testing month	Mar
<b>SCHOOL SCORES</b>	
Average Score	731.2
Number of students tested	41
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

**Subject:** Reading/ELA

**Test:** Terra Nova 3  
Common Core

**Grade:** 3

**Edition/Publication Year:** 2012

**Publisher:** CTB McGraw-Hill

**Scores are reported here as:** Scaled scores

School Year	2015-2016
Testing month	Mar
<b>SCHOOL SCORES</b>	
Average Score	650.2
Number of students tested	35
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

**Subject:** Reading/ELA

**Test:** Terra Nova 3  
Common Core

**Grade:** 4

**Edition/Publication Year:** 2012

**Publisher:** CTB McGraw-  
Hill

**Scores are reported here  
as:** Scaled scores

School Year	2015-2016
Testing month	Mar
<b>SCHOOL SCORES</b>	
Average Score	660.2
Number of students tested	36
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

**Subject:** Reading/ELA

**Test:** Terra Nova 3  
Common Core

**Grade:** 5

**Edition/Publication Year:** 2012

**Publisher:** CTB McGraw-Hill

**Scores are reported here as:** Scaled scores

School Year	2015-2016
Testing month	Mar
<b>SCHOOL SCORES</b>	
Average Score	677.9
Number of students tested	50
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

**Subject:** Reading/ELA

**Test:** Terra Nova 3  
Common Core

**Grade:** 6

**Edition/Publication Year:** 2012

**Publisher:** CTB McGraw-  
Hill

**Scores are reported here  
as:** Scaled scores

School Year	2015-2016
Testing month	Mar
<b>SCHOOL SCORES</b>	
Average Score	690.5
Number of students tested	37
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

**Subject:** Reading/ELA

**Test:** Terra Nova 3  
Common Core

**Grade:** 7

**Edition/Publication Year:** 2012

**Publisher:** CTB McGraw-Hill

**Scores are reported here as:** Scaled scores

School Year	2015-2016
Testing month	Mar
<b>SCHOOL SCORES</b>	
Average Score	694.7
Number of students tested	41
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:**