

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 Ms. Anita M Dixon

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

Official School Name Saint Teresa of Calcutta School

(As it should appear in the official records)

School Mailing Address 256 Swamp Pike

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

City Schwenksville State PA Zip Code+4 (9 digits total) 19473-1408

County Montgomery

Telephone (610) 287-2500 Fax _____

Web site/URL http://stcschool.com/ E-mail Principal@stteresacalcutta.com

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 jusweeney@archphila.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Archdiocese of Philadelphia Tel. (215) 587-3858

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 Ms. Anita M. Dixon
(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	0	0	0
K	24	20	44
1	19	12	31
2	19	14	33
3	14	23	37
4	12	20	32
5	12	25	37
6	15	16	31
7	5	12	17
8	12	12	24
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	132	154	286

4. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 1 % Asian
 - 2 % Black or African American
 - 0 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 94 % 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: 5%

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	3
(2) Number of students who transferred <i>from</i> the school after October 1, 2015 until the end of the 2015-2016 school year	10
(3) Total of all transferred students [sum of rows (1) and (2)]	13
(4) Total number of students in the school as of October 1, 2015	288
(5) Total transferred students in row (3) divided by total students in row (4)	0.045
(6) Amount in row (5) multiplied by 100	5

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: 3 %

Total number students who qualify: 10

8. Students receiving special education services: 2 %
8 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.

- 0 Autism
- 0 Deafness
- 0 Deaf-Blindness
- 0 Emotional Disturbance
- 1 Hearing Impairment
- 0 Mental Retardation
- 0 Multiple Disabilities
- 0 Orthopedic Impairment
- 3 Other Health Impaired
- 2 Specific Learning Disability
- 2 Speech or Language Impairment
- 0 Traumatic Brain Injury
- 0 Visual Impairment Including Blindness
- 0 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	15
Resource teachers/specialists/coaches e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	3
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 19:1
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	94%	94%	93%	93%	92%
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.

Saint Teresa of Calcutta School will provide faith-filled learners an education in excellence so they may be productive members of a very diverse society.

PART III – SUMMARY

By following in the footsteps of Mother Teresa, Saint Teresa of Calcutta School, formerly known as Blessed Teresa of Calcutta School, was founded as a Roman Catholic kindergarten through the eighth grade educational community. Using their God-given individual talents, students are encouraged to successfully seize opportunities intellectually, emotionally, and spiritually. The caring and supportive teachers, faculty, staff and leadership believe in knowing each child's strengths and challenges. This model helps in creating a community of academic achievement. The mission of this school depends on preparing students with the skills needed to be contributing members of the global community.

Outgrowing an aged facility, Saint Teresa of Calcutta Parish built a state of the art Education Center in Limerick Township to include a school and childcare program just steps away from a brand new church. The doors to the Education Center opened in September of 2008 with 145 students. The Middle States Association of Colleges and Schools approved Saint Teresa of Calcutta School for re-accreditation in May of 2014. The Middle States visiting team recognized the school for exceeding the requirements of standards observed and quality indicators in twelve of the sixteen standards studied. Student enrollment currently stands at 285, an incredible increase in only nine years.

The well-executed and carefully planned curriculum is based on both the Archdiocese of Philadelphia's requirements and the Common Core State Standards ("CCSS"). With the continued increase of Saint Teresa of Calcutta School's Terra Nova scores and eighth graders earned scholarship monies, this school's hard work in achieving excellence is quantitatively evident. Saint Teresa of Calcutta's Alumni make up the highest percentage of high school scholarship recipients of all the area feeder grade schools and have been awarded Neumann Scholarships in consecutive years. Placing an emphasis on the fundamentals for a successful educational program, the teachers, staff, and leadership takes "heart" in understanding the curriculum, differentiating the instruction, and assessing learned knowledge.

Saint Teresa of Calcutta School students embrace the use of technology. Each classroom is furnished with an interactive SMARTBoard that enhances lesson material while engaging the students. In grades kindergarten through eighth, students and teachers are learning using Chromebooks and iPads. Currently, our 6th-8th graders are 100% Google Classrooms, thanks to a 1:1 electronic device initiative started two years ago. With the assistance of these technology tools, students are thriving in gaining and sharing information. The integration of technology allows for continuous learning at students' own pace and speed.

By prioritizing a whole-child approach to learning, students can explore other opportunities outside the everyday classroom. A well-developed CYO athletic program is founded in teaching healthy competitive team play. Off the fields, students have competed in Science Fairs, Geography Bees, Spelling Bees, Reading Olympics, and Math Competitions. Musically, students competed in an Archdiocesan Arts Festival featuring their singing, instrumental, and artistic talents. Receiving national, state, and local recognition has made this school proud and desirable.

To further enhance students' life skills, the opportunity exists for students to partake in Academic and Interest Clubs of their choice. Two 45-minute clubs per week have been enthusiastically received and helped with retention of junior high school students. Saint Teresa of Calcutta School is the original model school for this creative program and several other Archdiocesan schools have followed in duplicating.

Family events are also very popular. Thanks to a vibrant Home and School Association ("HSA"), opportunities exist to dance, play bingo, celebrate special occasions, and support causes like St Jude's Hospital for Children and the American Cancer Society. With the continued financial support of fundraisers, the HSA has helped furnish many items for the school including technology and reading series.

Students are guided by the corporal works of mercy to give back to their community and parish. Monthly activities are organized to help various individuals in need. School families help with used clothing and shoe drives, food collections, holiday gift collections and military care packages. Incredibly moving for all is the Christmas visit to home-bound parishioners and Easter remembrance visit.

Helping Saint Teresa of Calcutta School continue to plan for the future is the focus of a strong leadership team. Together the pastor, principal, and an active Advisory Board frequently review the current status quo and question the possibilities. A five-year plan for the continued growth of this school community includes marketing and sustainability. The plan has been implemented and is frequently reviewed.

In summary, Saint Teresa of Calcutta School community is energized by faith to care for the needs of all. By providing a balanced approach academically, socially, emotionally, and spiritually, students' needs are achieved. By building traditions while at the same time educationally striving for excellence, this school will continue to become a strong choice in our community. The mission for learning will always be made possible in a loving, safe, and supportive environment.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

In alignment with Saint Teresa of Calcutta School’s philosophy, the core curriculum addresses the needs of all students and fosters an opportunity to challenge different levels of learners. In addition to adopting the CCSS, the Archdiocese of Philadelphia paves the way with written curriculum guides.

A dedicated, certified, highly qualified and knowledgeable faculty implements the instruction of students. Continued professional development of all instructors is a priority so that instructional methods remain current and functional. Using both the Rigor and Relevance Framework and Understanding by Design methodologies, Saint Teresa Calcutta School provides an educational experience that promotes students’ critical thinking, reasoning, and problem-solving.

The English Language Arts program encompasses reading, writing, listening, and speaking allowing the teacher to use multiple means of complementing instruction and tools of deep learning. The guidelines emphasize the importance of building reading and language arts skills across multiple curriculums and in many different genres of literature. The curriculum for kindergarten through fifth is a comprehensive English Language Arts program that provides systematic instruction for reading literature and informational text, foundation skills, speaking and listening, language, writing, and English language development. Students in sixth to eighth are provided with an engaging learning environment designed to help them achieve success with rigorous standards and next-generation assessments. A recently acquired English Language Arts series acts as a complete resource for teaching critical reading, writing, research, language, and media skills. Through instructional modifications, teachers have the biggest impact on adjusting students’ learning. In the case of a student needing remediation the Montgomery County Intermediate Unit (“MCIU”) provides the school with a reading specialist. For students excelling above grade level, teachers often times integrate technology into “deepening” the material. Students have published poetry and won several essay writing contests. For nine consecutive years, this school has placed first in the Daughters of American Revolution essay contest, the Knights of Columbus essay contest, and the Ancient Order of Hibernians essay contests.

The mathematics curriculum places an emphasis on the understanding of problem solving, reasoning and proof, communication, representation, and making everyday connections. Throughout instruction, constant evaluation takes place in communication, modeling, problem-solving, and computation. Kindergarten through sixth grade focuses on building the foundations of mathematics including operations, numbers, measurements, geometry and algebraic thinking. Each grade from second through sixth has an on-level math group and an enrichment level math group. A mathematics specialist provided by the MCIU assists a student who struggles with maintaining his/her own on-level math requirements. Seventh and eighth graders are taught pre-algebra concepts. Each year about one-third of these students qualify for an Honors Math program. The success of the Honors Math program has allowed graduates advanced placement into high school Geometry. Mathematical recognition has been awarded to students in First-in-Math, American Math Challenge, and Math competitions.

The science curriculum promotes interaction and experimentation as a means for students to learn science while integrating foundation terminology. Saint Teresa of Calcutta School has a cutting edge LabLearner™ science lab. Ongoing assessments used to clarify scientific learning include observations, reviewing science journals, and testing. Recognition has been received at both the local and state level for science fair projects and science experimentation contests. The clubs and interest program also provide exemplary science students a challenge. Differentiating instruction and modifying curriculum goals help the struggling science learner.

The social studies curriculum takes learners on a virtual educational trip into communities, states, and countries. Understanding our nation’s history and geographical location is the basis for this curriculum program. Between the ample activities that are available on the SMARTBoards and the interactive textbook whereby students can use video links to make the text come alive, students have enthusiastically embraced

this program. Students have been selected to participate in the state-wide Geography Bee for each of the last three years. For the second consecutive year, a Saint Teresa of Calcutta student has placed in the Citizenship Challenge contest. The clubs and interest program also provide exemplary social studies students a challenge. Differentiating instruction and modifying curriculum goals help the struggling social studies learner.

2. Other Curriculum Areas:

Saint Teresa of Calcutta School supports the fundamentals of education in all school subjects while maintaining a balance of social and physical activities. The guidelines for these subjects are adopted from the Archdiocese of Philadelphia and implemented in grades kindergarten through eighth. In order to remain at the forefront of offering these exceptional programs, special committees formed of parents, parishioners, and teachers must remain active. In particular, the Technology Committee's current commitment and plans for the next five years are realistic, accountable, and ambitious.

The Art program provides students the creative outlet to work with many different forms of art mediums in a well-stocked studio classroom. The art teacher works closely with core curriculum teachers to create cross-curricular projects. Weekly, students learn art appreciation and history in addition to creating their own unique artwork. Many local community businesses have displayed student artwork. Exceptional art pieces are proudly shared at the Archdiocesan Arts Festival and crowned winners in the Mercury Newspaper's Design-an-Ad contest.

Through the physical education program, students are encouraged to grow, challenge themselves, and foster their individual talents. Teaching the value of physical activity and its contribution to a healthy, active lifestyle is instilling the importance of lifelong fitness. All students in grades kindergarten through eighth partake in a weekly 45 minute class of physical education that includes both health and safety topics. For the past eight years, students have qualified for recognition in the highly-demanding Presidential Physical Fitness program. Cross-Training, Ultimate Frisbee, and Healthy Cooking have also been added to the Interest Club program.

The school is in compliance with the National Blue Ribbon Schools foreign language requirements. As a means of acceptance and respect for other cultures, students have the opportunity to learn Spanish. In grades kindergarten through third, Spanish is taught as an enrichment to existing lessons. Emphasizing more the communicative use of the language, students in grades fourth through eighth are taught the Spanish language as receptive learners (listening for understanding) and expressive learners (speaking with fluency). In addition to Spanish, Italian was added to the Academic Club program for students in grades fifth through eighth.

A commitment to literacy and technology is supported through weekly classes for all grade levels. Using the International Society for Technology in Education (ISTE) publication as a standard, the students are taught to use tools that will help them become functionally successful in today's community and tomorrow's world. A 30-45 minute weekly instructional technology class and a 30-45 minute weekly library resource class are held for all students in the media center. Electronic devices used alongside valuable literary works enhance the students' knowledge base for learning. Each year the Wax Museum and World Culture Day programs, act as a showcase for the students to use many forms of presentation enhanced with the latest trends in technology. Thanks to the Connelly Foundation's summer workshops and countless hours of Google for Classroom training, this school's teachers have taken the responsibility for preparing their students to develop technologically.

Providing for the development of the whole child, music is a priority in learning. Weekly, in a 30-45 minute class students learn an appreciation of liturgy, ethnic cultures, and musical styles. The understanding of this fine art is evident in many school functions. The entire student population performs in an energetic musical/dance spring show each April on the big stage at Pope John Paul II High School. Two musical groups, Caritas and Ambassadors of Peace, perform monthly during school liturgies and some special school events. Instrumental lessons are offered weekly via an outside contractor. Twice a year the instrumental students band together for concerts at Christmas time and late spring. During the Archdiocesan Arts

Festival, the Ambassadors of Peace and school band were both recognized for their exceptional musical talent.

The “heart and soul” of Saint Teresa of Calcutta School’s very existence is in the formation of one’s faith through Religion instruction and understanding. The religion curriculum is evident throughout the entire school day and has a presence in all aspects of students’ lives. The students’ faith is celebrated as active participation in the sacramental life of the Church. Students celebrate their faith together in liturgies, prayers, and selfless acts of random kindness.

3. Instructional Methods, Interventions, and Assessments:

Parents entrust their children with very diverse and individual needs to Saint Teresa of Calcutta School. In order to provide a successful learning environment for each student, many different methods of instruction have been implemented.

By using differentiated instruction, this framework of learning provides students with multiple avenues for learning. A variety of practices used include effective classroom management, promoting engagement, assessing readiness, responding to learning styles, and grouping for instruction. By having the learner demonstrate what they can do without assistance versus with assistance, a qualified instructor can tailor the lesson to provide an optimal level of learning.

Teaching for meaning and understanding instruction is planned. Jay McTighe’s “Understanding by Design” model is used to deepen students’ understanding and transfer of learning. Using assessment data of student achievement, performance goals can be developed. To see a student successfully recall a method previously taught is evidence of learning transfer.

Direct, guided, whole group, small group, and computer assisted are various methods of instruction that provide an engaging and stimulating learning environment for all types of learners. Optimal learning happens as instructors become facilitators.

For about 8% of the student population, intervention instruction is necessary for areas of reading, math, and speech. Specialists from the MCIU intervene by providing a small, more focused group setting, assisting with modifying curriculum and exploring the opportunity to assess orally rather than written. This assistance helps the students with strengthening their understanding. Once a week, a school counselor is provided by the MCIU for students’ emotional and social needs. In addition to meeting with students one-on-one or in small “lunch bunches”, the counselor has been instrumental in providing classroom instruction on study skills, peer-to-peer strategies, bullying, and issues dealing with social media.

On a daily basis, students are engaged and invested in their learning. Cooperatively students work together as tomorrow’s problem solvers. Their problem-solving skills are acquired through flexible grouping, inquiry-based learning, and the implementation of technology tools (both teachers and students). Parents consciously opt to forgo using their public school district, with many additional services, to have their child part of this learning community. In return, Saint Teresa of Calcutta School continues to maximize the opportunity their students have for learning.

As a form of self-study and determination of the goals met throughout the school year, assessments are used. The commitment of the leadership team to provide time for analyzing and reporting school performance is paramount to the success of this program. Reports are presented: in the form of a town meeting to parents in the Fall and Spring, time allotted on the Advisory Board, Parish Council, and Finance Council meeting agendas, and monthly faculty meetings.

Assessment Data - Locally: The school year is divided into three distinct trimesters whereby students are presented a hard-copy report card. The report cards summarize grade appropriate learned skills expected at the students’ current level. An on-line grading program allows the parent and teacher constant communication of students’ progress. Although many informal conferences occur between parent and teacher throughout the year, after the second month of school a formal conference is set up to establish goals

for the current year. Assessment data, although mostly mathematical, is also obtained through observation and realistic measurable goal setting.

Assessment Based on Instruction – Locally: During monthly faculty meetings colleagues work together to avoid possible learning gaps between grade levels. After reviewing a science curriculum goal for improving students' standardized assessment grades by 10%, it was decided additional resources were needed. Following a commitment by the entire faculty to supplement the science program, this goal was met within two years. Self-reflection is used to improve the effectiveness of instruction directly to the students' ability to learn.

Assessment Data – Standardized: Saint Teresa of Calcutta School administers the Terra Nova, Third Edition nationally norm-referenced standardized test through McGraw-Hill in grades third through seventh. With impressive testing results, students can qualify for the Math Honors program. The criteria requirements for acceptance into the Math Honors program consists of standardized testing levels of 90% or greater in Math, 90% or greater in Reading and a CSI of 125 or greater. In fourth grade to eighth grade, one-third of each grade of students qualify for the Math Honors program and are currently participating in this high achieving program.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Saint Teresa of Calcutta School's dedication to knowing their students and their families academically, socially, and faithfully makes this community special. The importance of maintaining a strong relationship between home and school is a high priority to the success of these learners. Each monthly school calendar is an example of this energetic community. Activities included are: academic (Math Day, Science Fair), physical (CYO, dances), social (Fall Festival, Grandparents Day), service (Caroling, Food Drive), and spiritual (liturgies, sacraments). Providing this balance is an important ingredient in the formation of a “sense of belonging”. At the forefront of these endeavors is strong communication. Using Saint Teresa of Calcutta School’s website, the Principal’s weekly/monthly blogs, and classroom daily planner notes, families are kept in the “know” consistently.

With an ongoing presence by leadership team members in and around the school, the teachers, staff, and students feel connected. Working together benefits the students’ learning environment.

In the classroom, students are encouraged to share their thoughts, problem solve, and lead by example. Teachers provide these opportunities for students in the planning of a highly engaging and higher order thinking curriculum. Technology class-wide and 1:1 is used in many different ways to enhance these lessons. An effective classroom management program is maintained so students can learn in a very supportive way. Positive reinforcement and changing choices guide students with a curiosity to learn passionately, without negatively affecting another.

Through collaboration opportunities at faculty meetings and additional courses taken through the MCIU, Saint Teresa of Calcutta School's teachers and staff are always searching for new ways to help students reach their full potential. Serving as participants and leaders in various local, archdiocesan, and national organizations. One-third of Saint Teresa of Calcutta School’s faculty has already obtained their Master’s degree level of education. All teachers are fully certified with the exception of one who was grandfathered into the archdiocesan system. Annually the commitment and sacrifices of each teacher are recognized. In May, each teacher is publicly thanked during a school liturgy and awards for Distinguished Educator and Making a Difference are given to deserving individuals.

2. Engaging Families and Community:

After just walking through the front doors, Saint Teresa of Calcutta School families come to learn about the connection that exists here with the rest of the world. A hallway of reminders, through pictures of the patroness Saint Teresa, inspires students and families. As the students learn academically about neighborhoods, towns, states, and countries, they are also taught about their civic duties as contributing members to these societies.

Even though parents can always check on student performance using an online grading system, this only reflects a portion of teaching the whole child. Working together side by side, students, parents, teachers, and leaders live the golden rule of looking out for one another. By learning to give and appreciating what has been received, students will be “educated” for the rest of their lives.

Families are also encouraged to partake in many outreach activities throughout the year. Collecting clothing for Open Door Ministry, collecting food and toys for the Holiday Helping Hands drive, participating in the American Heart Associations’ Jump for Heart campaign, and collecting donations for St. Jude’s Children Hospital Math-a-Thon are just a few examples of how students and families productively contribute to the local community.

Many of the activities planned and constantly communicated to families involve improving students’ academic success. Last year, the Home and School Association promoted many fundraising events to purchase additional technology and supplemental reading materials for grades kindergarten through fifth.

In agreement with proven studies stating, “healthy bodies improve healthy minds” and with the support of the Pottstown Health and Wealth Foundation, the church parish and school families raised the funds necessary to erect a massive playground outdoor structure.

Based on the successful growth of doubling the school enrollment in just nine years, Saint Teresa of Calcutta School must plan realistically for the future. School improvements planned include academic trends as well as physical changes. With more classes being added each year, a new ministry center is being built and scheduled to open for the 2018-2019 school year. The new ministry center will provide more classroom space for junior high students. Rooted in faith, this educational center continues to grow and contribute to the community.

3. Professional Development:

Teacher professional development is the natural complement to student learning. As an ongoing process, the importance of educating teachers remains paramount to Saint Teresa of Calcutta School’s successes. In addition to professional development for the entire team at once, each teacher is “gifted” the opportunity to participate in two days of professional development during the school academic year. These days are not used against their earned sick or personal time.

Under the guidance of the school administration, new or improved educational trends are explored by providing supportive education for the teachers. After attending an archdiocesan educational event on Google Education for Classroom curriculum, a major commitment was made to further understanding of this concept. Each teacher then participated for an additional 8 hours of education with about 30% of the teachers adding another 30 hours towards certification as Google Educators. This collaborative effort helped completely define school-wide goals for the implementation plan. Because of this conscious effort, Saint Teresa of Calcutta School can now integrate many technology advances into the curriculum. Fellow archdiocesan schools were advised to consult with this school for guidance on their own implementation.

Self-evaluation, peer mentoring, and yearly evaluation are tools used for fine-tuning or realigning a teacher’s method of teaching. A first year teacher participates in an Archdiocesan Induction program that requires teacher and principal one-to-one feedback. All teachers at Saint Teresa of Calcutta School have completed this program. Accountability for the students learning comes not only at standardized test taking but also throughout the year as the principal travels to classrooms. The purpose of the principal’s visit is varied but does include evaluating the effectiveness of the instruction given to the learners. An annual written evaluation is shared between the principal and teacher in late May. All teachers are expected to differentiate instruction so that their students are engaged and motivated. Evidence of completed classes in special education is expected before partaking in the interview process for hiring.

Serving on archdiocesan committees (curricula and County Advisory Board), members of visiting Middle States evaluation teams and instructors of professional development classes (archdiocesan and MCIU) this faculty and staff have shown to make a positive impact within their professional learning communities. Saint Teresa of Calcutta School’s mission clearly encourages its entire staff to share their God-given talents.

4. School Leadership:

The immediate governance of this school starts with the pastor. The pastor is responsible for the spiritual and financial needs of both the parish and school. The principal is the education leader of the school and supervisor of the faculty and staff. This successful school is led by successful individuals in their fields. A pastor with prior educational experience and a principal with fifteen years teaching and twenty-four years administrative leadership experience afford this school a rare find in catholic education. In partnership, the pastor and principal foster a commitment to live the mission statement daily through academic and social interactions. Multiple times a week communication occurs between the pastor and principal so that both parties are privileged to the information about school happenings.

As advisers of future plans, the Advisory Board, Parish Council, and Finance Council serve the pastor and

principal. These committees and their sub-committees contribute work to obtain financial security and sustainability of the school from the parish. Without these ongoing efforts, the school's population would never have doubled like it has over the last nine years. Recently a part-time Advancement Director was hired to help promote the Saint Teresa of Calcutta school community today and in the future.

Results from a recent survey conducted of school families rated approach-ability to school leaders as a positive 9.5 out of a possible 10. Both the pastor and principal make a special point to be in attendance at many events when the parents are volunteering at school or attending a social function. Visibility opens the door to many spontaneous conversations. Fairness in problem resolution and maintaining a sense of privacy with confidential matters also rated positively high when parents participated during the panel discussion by the Middle States visiting team.

To focus on student achievement, Saint Teresa of Calcutta School's leadership has tried to remove all challenging obstacles. When a student experienced a serious head injury, a "concussion protocol" training program was taught to teachers so the student could return to his prior learning environment. This school prides itself on providing the best possible learning environment rich in an achievement of core values while also handling the very diverse students contained within its community.

PART VI – STRATEGIES FOR ACADEMIC SUCCESS

The secret to academic success at Saint Teresa of Calcutta School is evident when students take responsibility for learning and work towards reaching their fullest potential. Teachers strive to facilitate learning rather than direct the entire instruction. Throughout the school day, students are taught to problem solve collaboratively with their peers using previous knowledge already acquired. At the center of the learning environment, a strong emphasis is placed on improving skills in reading and mathematics. A direct correlation of improvements in reading and mathematics impacted favorably to the Science and Social Studies testing scores as well.

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? \$5770
(School budget divided by enrollment)

4. What is the average financial aid per student? \$1461

5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 29%

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
Edition/Publication Year: 2011

Test: Terra Nova 3
Publisher: McGraw-Hill
CTB

Grade: 3
Scores are reported here
as: Scaled scores

School Year	2015-2016
Testing month	Mar
SCHOOL SCORES	
Average Score	633.8
Number of students tested	36
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:

REFERENCED BY NATIONAL NORMS

Subject: Math
Edition/Publication Year: 2011

Test: Terra Nova 3
Publisher: McGraw-Hill
CTB

Grade: 4
Scores are reported here
as: Scaled scores

School Year	2015-2016
Testing month	Mar
SCHOOL SCORES	
Average Score	655.9
Number of students tested	38
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:

REFERENCED BY NATIONAL NORMS

Subject: Math
Edition/Publication Year: 2011

Test: Terra Nova 3
Publisher: McGraw-Hill
CTB

Grade: 5
Scores are reported here
as: Scaled scores

School Year	2015-2016
Testing month	Mar
SCHOOL SCORES	
Average Score	695.5
Number of students tested	37
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:

REFERENCED BY NATIONAL NORMS

Subject: Math
Edition/Publication Year: 2011

Test: Terra Nova 3
Publisher: McGraw-Hill
CTB

Grade: 6
Scores are reported here
as: Scaled scores

School Year	2015-2016
Testing month	Mar
SCHOOL SCORES	
Average Score	699.3
Number of students tested	17
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:

REFERENCED BY NATIONAL NORMS

Subject: Math
Edition/Publication Year: 2011

Test: Terra Nova 3
Publisher: McGraw-Hill
CTB

Grade: 7
Scores are reported here
as: Scaled scores

School Year	2015-2016
Testing month	Mar
SCHOOL SCORES	
Average Score	709.4
Number of students tested	26
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:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA
Edition/Publication Year: 2011

Test: Terra Nova 3
Publisher: McGraw-Hill
CTB

Grade: 3
Scores are reported here
as: Scaled scores

School Year	2015-2016
Testing month	Mar
SCHOOL SCORES	
Average Score	650.6
Number of students tested	36
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:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA
Edition/Publication Year: 2011

Test: Terra Nova 3
Publisher: McGraw-Hill
CTB

Grade: 4
Scores are reported here
as: Scaled scores

School Year	2015-2016
Testing month	Mar
SCHOOL SCORES	
Average Score	665.2
Number of students tested	38
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:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA
Edition/Publication Year: 2011

Test: Terra Nova 3
Publisher: McGraw-Hill
CTB

Grade: 5
Scores are reported here
as: Scaled scores

School Year	2015-2016
Testing month	Mar
SCHOOL SCORES	
Average Score	684.8
Number of students tested	37
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:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA
Edition/Publication Year: 2011

Test: Terra Nova 3
Publisher: McGraw-Hill
CTB

Grade: 6
Scores are reported here
as: Scaled scores

School Year	2015-2016
Testing month	Mar
SCHOOL SCORES	
Average Score	692.3
Number of students tested	17
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:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA
Edition/Publication Year: 2011

Test: Terra Nova 3
Publisher: McGraw-Hill
CTB

Grade: 7
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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: