

U.S. Department of Education
2018 National Blue Ribbon Schools Program

[] Public or [X] Non-public

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

Name of Principal Mrs. Deborah R. Jaster

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

Official School Name Saint Joseph/Saint Robert School

(As it should appear in the official records)

School Mailing Address 850 Euclid Avenue

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

Warrington PA 18976-2579
City State Zip Code+4 (9 digits total)

County Pennsylvania (PA)

Telephone (215) 343-5100

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E-mail djaster@stjstr.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 jusweeney@archphila.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

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

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. John Shimp
(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 2018 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 2012 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: 2013, 2014, 2015, 2016, or 2017.
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 (2017-2018) 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
 - Rural or small city/town
3. Number of students as of October 1, 2017 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	8	13	21
K	13	21	34
1	8	16	24
2	4	6	10
3	11	7	18
4	11	8	19
5	13	10	23
6	12	11	23
7	11	12	23
8	7	14	21
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	98	118	216

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 3 % Asian
 - 1 % 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 2016 – 2017 school year: <01%

If the mobility rate is above 15%, please explain.

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, 2016 until the end of the 2016-2017 school year	0
(2) Number of students who transferred <i>from</i> the school after October 1, 2016 until the end of the 2016-2017 school year	0
(3) Total of all transferred students [sum of rows (1) and (2)]	0
(4) Total number of students in the school as of October 1, 2016	0
(5) Total transferred students in row (3) divided by total students in row (4)	<.01
(6) Amount in row (5) multiplied by 100	<01

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: 8 %
17 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> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>0</u> Other Health Impaired |
| <u>0</u> Developmentally Delayed | <u>5</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>12</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 10

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, e.g., third grade teacher, history teacher, algebra teacher.	12
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	3
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	1
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 15:1

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

Required Information	2016-2017	2015-2016	2014-2015	2013-2012	2012-2013
Daily student attendance	97%	98%	98%	97%	98%
High school graduation rate	0%	0%	0%	0%	0%

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

Show percentages to indicate the post-secondary status of students who graduated in Spring 2017.

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

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

Yes No

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

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

St. Joseph/St. Robert School provides a rigorous, relevant, faith-filled education ensuring our students will become contributing members of the Catholic Church and the global community.

PART III – SUMMARY

Established as a consolidated parish school in 1977, St. Joseph/St. Robert School is a Pre-Kindergarten through Grade 8 Catholic school located in Warrington, Pennsylvania. At St. Joseph/St. Robert School, faculty, staff, administration, and parents work collaboratively to provide a rigorous, relevant education for the students and to encourage them to be contributing members of the Church and the global community. St. Joseph/St. Robert School serves over 216 students coming primarily from the suburban areas of Warrington and Warminster in Bucks County Pennsylvania. The school students are primarily Catholic, although the school welcomes members of all faiths. In addition, the school population is not ethnically diverse but, we are willing to pro-actively welcome all students and families. In recent years, we have noticed an increase in the number of families experiencing difficulties in their home dynamics due to illness, death, separation or divorce. It has become clear that to many the school is a source of comfort and stability for these children and their families. St. Joseph/St. Robert School has evolved to meet the changing times and needs of its students.

Originally housed on the campus of St. Joseph parish, the needs of the parishes and school grew so that a school building was erected on the grounds of St. Robert parish to accommodate the religious education program and house students in grades 5 – 8. As changes in the community populations caused a decline in enrollment, a feasibility study was conducted to determine the best use of the properties. In September 2008 the entire school population moved into the school building on the St. Robert Bellarmine parish campus to foster a thriving, cohesive community.

The long-standing tradition of academic excellence continues to this day. The school makes use of the Common Core State Standards espoused by the Archdiocese of Philadelphia for English/Language Arts and Mathematics. The science program is the lab-based Lab Learner program in which children in PreK through grade 8 are exposed to actual lab science in addition to traditional textbook learning. The students consistently outperform their Bucks county peers in annual standardized Terra Nova testing. With the belief and understanding that technology should be an integral part of the school day, the computer lab was dismantled in 2011 to fully integrate technology into daily instruction. Since then, the technology teacher works with the students in their classroom using mobile devices or brings students to the Library/Media Center for specific technology - related instruction. Too, as part of the school's Action Plan for Middle States re-accreditation, St. Joseph/St. Robert School implemented a 1:1 i-Pad program for students entering sixth grade. Fifth and Sixth grade students are required to purchase an electronic tablet for use throughout the school day. This has resulted in a seamless transition for these students throughout the day from using traditional tools to technology. The Home and School has enthusiastically partnered with the school faculty and administration to ensure that ongoing technology needs are addressed. In the past five years, the school building has had wireless hubs installed throughout the building. The school has purchased two carts of i-Pads, two classroom carts of Chromebooks, and a cart of Surface tablets. In addition, each classroom is equipped with a Smartboard and projector.

In addition to the rigor of the core curriculum, specialty teachers enable the school to offer a fully developed academic program. Students are given frequent opportunities to display their growth in Art, Music, Research/Library skills, World Language, and Physical Education. Students are encouraged and nurtured not only to grow academically, but spiritually, socially, and emotionally as well. Students in grades 5 – 8 participate in the school's Service Corps. These student leaders work to promote service to the school and to the parish communities. Throughout the year, they promote food and clothing drives, create cards of sympathy to distribute with plants purchased for families who have lost a loved one in the past year, and contests for their fellow students. Students in grade 7 and 8 produce and anchor a daily morning news program, "SJR Today", to make daily announcements, celebrate birthdays, report on sports, forecast weather, and celebrate weekly "Apple of My Eye" awards for students "caught doing something good". Every student has the opportunity to lead the school in a daily "Blessing of the Morning" or "Blessing of the Afternoon" when we take a moment to give thanks to God for His many blessings. Every grade in St. Joseph/St. Robert School works with another grade as a "buddy" grade to participate in small social celebrations throughout the year. These "buddy" activities encourage younger students to meet a new friend while instilling in the older students a care for younger students who are not their siblings. Families are

readily welcomed into the school community.

Because the school firmly believes that St. Joseph/St. Robert School is indeed a school family, its newest members are given a mentor family. This mentor family serves as a guide to consistently welcome the newest members into the community. At St. Joseph/St. Robert School each day begins with the recitation of the school Mission Statement and the community seeks to live its message each day!

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

St. Joseph/St. Robert School uses the Archdiocese of Philadelphia Curriculum Guidelines which are aligned with the Common Core State Standards. These high standards of performance are clear and consistent at St. Joseph/St. Robert School. A combination of a strong curriculum and appropriate resources is the foundation for the students' educational experience. Teachers use a variety of instructional methods to enhance lessons and to enable student learning. Lessons incorporate as many of the seven learning styles as possible to encourage student learning and success.

The Reading/English Language Arts Curriculum of St. Joseph/St. Robert School develops the oral and written communication skills of all students. The Curriculum Guidelines incorporate Reading, Writing, Speaking and Listening, Language and Technology. In the area of Reading/English Language Arts, the students begin with rudimentary skills. Students acquire foundational skills through a variety of instructional techniques and methods. Included are directed reading activities using literature and informational texts. In the early grades, phonics and high frequency words are developed. Each year thereafter, these skills are developed in order that students are able to comprehend more complex text. Students are challenged to read classic literature and informational texts in all subject areas.

In the areas of Writing and Speaking, students express their own thoughts and feelings effectively through oral and written communication. Students must develop the ability to argue logically and present relevant evidence for their viewpoint. Technological skills are introduced in Pre K and are used extensively throughout the grades in all areas of the English Language Arts Curriculum. The school's goal is for students to become lifelong readers.

In alignment with the Archdiocese of Philadelphia, St. Joseph/St. Robert School has adopted the Common Core State Standards. In 2011, the school began the transition to Common Core. The foundational skills students acquire for mathematics are: number and operations, algebraic concepts, geometry, measurement, data, and probability. This curriculum builds on computation skills, modeling, and critical thinking to facilitate application of content to real world problem solving. To meet the students' needs, various instructional techniques are used such as differentiated instruction, use of manipulatives, cooperative learning, and interactive exploration of technological resources. The Honors Math program follows the same curriculum at an accelerated pace. Students are identified using criteria established through the Archdiocese of Philadelphia.

Principal and faculty review standardized test results to provide suggestions for differentiated instruction. In 2011, St. Joseph/St. Robert School adopted a hands-on, laboratory based curriculum, Lab Learner, through Cognitive Learning System Inc., for grades Pre K through 8. Lab Learner utilizes a spiraling curriculum across grade levels that is aligned with the Next Generation Science Standards. Students are introduced to basic concepts at an early grade and those concepts are then expanded upon and reinforced at a deeper cognitive level as the students progress through the program. Students utilize all aspects of the scientific method through grade level science lab experiences. Established teaching strategies enhanced by technology are used to supplement the lab experience including differentiated instruction and understanding by design.

Social Studies is a key component of the Pre K through 8 educational environment. Starting in Pre K, in the focus of Social Studies is placed on the individual and gradually moves to a global community. Key elements covered include: history, geography, government, world cultures, community, and historical figures. Students succeed through the implementation of differentiated instruction, cross-curricular integration, and understanding by design. Skills are taught so that students become lifelong critical thinkers and develop a keen awareness for a sense of civic responsibility.

Students in Pre-kindergarten at St. Joseph/St. Robert School engage in meaningful play and lessons based on the guidelines of the Archdiocese of Philadelphia and the Common Core standards of Pennsylvania. They grow in understanding about God, language, literacy, science, math, technology, and social studies

throughout their day and in classes offered weekly by specialists in music, library, art, Spanish, physical education and technology. The program is aligned with the school-age curriculum of the archdiocese so students become ready to meet the academic challenges ahead. Lessons that advance the students' developing fine motor, gross motor, and social skills are integrated in all areas so that the youngest learners grow confident in their ability to be successful at school.

2. Other Curriculum Areas:

St. Joseph/St. Robert School is committed to the development of the whole child. The school's comprehensive program enables students to explore areas outside the Core Curriculum. These areas include Art, Music, Physical Education, Foreign Language, and Technology.

The visual arts program provides an outlet for self-expression. Students study the work of various artists and create pieces in different mediums, such as paint, clay, wood, collage, pastels, papier mache', and drawing. Students in K – 8 attend Art class one period a week in a dedicated Art room. Pre K has art class in their own classroom. Student art work is displayed year-round throughout the school. A year-end Arts Festival is presented at the final Home and School Association meeting. The Young Rembrandts program provides after-school Art lessons. A community program, Art Goes to School, is presented by local volunteers who bring various pieces of art work to each class for presentation and discussion.

The music program includes music class, band, orchestra, and choir. All students attend Music class one period a week in a dedicated music room. Musical instruction includes singing, rhythmic movement, and playing various instruments. Orchestra is available for students in grades 3 – 8. Band is available for students in grades 4 – 8. Choir is available for students in grades 4 – 8. Choir members lead us in liturgical celebrations by serving as cantors and leading the congregation in song.

The technology program is dedicated to preparing students to meet the needs of 21st century learning. Classroom instruction integrates SmartBoards, i-Pads, Google Chromebooks, Surface tablets, and a Bring Your Own Device (BYOD) 1:1 initiative with a supported wireless network. Primary instructions focuses on fundamental computer literacy. Intermediate and upper grades continue to develop the basic skills and use technology for research, presentations, and communication skills. Upper grade students produce a daily morning television show, "SJR Today", to inform the school community of daily and upcoming school events. The show also includes the following segments: weather, sports, birthday announcements, and Bird Brain Quiz. My Students Progress, a cloud-based student information system, provides ongoing communication between home and school.

St. Joseph/St. Robert School is in compliance with the National Blue Ribbon Program's foreign language requirements. To ensure that students will be contributing members of the global community, St. Joseph/ St. Robert School offers Spanish as a foreign language. All students receive weekly instruction in Spanish with the length of class periods varying from 20 minutes for the Pre-K students to 55 minutes for students in grades 5 - 8. In an engaging learning environment, students develop listening, speaking, reading and writing skills. Through the study of Spanish, students gain global awareness and learn to appreciate other cultures.

The physical education program believes an active body equals an active mind. All students participate in physical education class once a week. Daily recess provides students with 20 minutes of physical activity. The Box Tops for Education program enables the school to purchase various pieces of equipment to encourage physical activity during recess. The physical education teacher coordinates an annual "March Madness" basketball tournament for students in grades 5 – 8. In addition, the physical education program concludes the year with an annual Field Day where cooperation and teamwork are emphasized. The school's annual 5K Run/Walk and School Walk-a-thon allows parents, students, faculty, staff and the community to enjoy physical activities together. Students also participate in CYO activities such as Cross Country, Track, Football, Soccer, Basketball, Volleyball, Softball, and Baseball.

Every year, St. Joseph/St. Robert School presents a Christmas Program and a Spring Show which showcase the talents of students. Students in Pre K – 8 have a part in each show. These performances improve student confidence and communication skills. Working with other students across grade levels builds a

sense of community.

As Catholic Christians, SJR students serve the wider community through expression of love and compassion. When opportunities arise, the mission statement propels us to share God's love. The Service Corps serves the surrounding community by visiting the local nursing home, delivering a plant and prayer card to parish families who have lost a loved one, decorating Christmas shopping bags for the elderly, raising money for various charities, providing an Easter Egg Hunt for the Pre-K and K, and serving as tour guides for Open Houses.

3. Instructional Methods, Interventions, and Assessments:

The students of St. Joseph/St. Robert School are instructed in a variety of ways and environments. The teachers differentiate their methods to best fit the learning needs of their students. Included in the many methods in practice are: small, flexible learning groups, whole class instruction, pair/share, and cooperative groups.

Students with a diagnosed learning disability have individual learning improvement plans that are developed by the faculty, administration, and counselor to support student success. These plans are reviewed at least annually to be sure that the supports given are sufficient and consistent. The parents and students also meet with the faculty and administration to give input into these plans. These plans may offer accommodations such as modified assignments, greater time for assessments or priority seating to support the student.

Students who meet the Archdiocesan criteria are placed in an Honors Math program beginning in grade five. This accelerated Math program allows its members to complete five years of a math curriculum in four years. In grade eight, students who demonstrate adequate proficiency are instructed in Algebra I giving them the opportunity to begin high school with one math credit.

Students identified by their teachers as in need of extra instructional support are screened by our remedial specialist. If the screening results confirm the teachers' recommendation, the children receive remedial service twice weekly during the school day. The school counselor offers students strategies in using study skills – particularly in the upper grades. These whole class sessions address ideas regarding organization, time-management, and test-taking strategies.

Realizing that the students are digital natives, the use of technology is used seamlessly throughout the school day.

Students in grade five are required to purchase a personal technology device for use in school. In all grades, the teachers use the available technology to encourage the students to use “real-world” skills in the daily life of the school.

In addition to matching instruction to the students' particular learning style, the teachers also encourage the students to stretch their learning and leave their comfort zone of learning. The challenges the children will face going forward will need a variety of strategies and styles of thinking - and grit!

St. Joseph/St. Robert School employs a variety of assessment techniques to evaluate student learning. These include, but are not limited to: informal formative assessment, project-based assessments, standardized testing, performance assessments, technology-based assessments, student self-assessments, and traditional methods of testing/evaluation.

Each year, the school's Terra Nova results are reviewed by the faculty to determine particular areas and patterns of strength and need. The results of the In-View Test of Cognitive Skills are compared with the actual achievement of the students on the Terra Nova tests. Typically, the school's students outperform their anticipated achievement results in all measured areas. However, should an area of need be discovered, the faculty and administration collaborate to determine a plan for improvement. After meeting as a whole group, the faculty meet in smaller “grade levels” to dig deeper into the results. Students and classes are now able to be tracked over time to measure on-going progress. As a result of these in-depth reviews, school-wide goals

are set and plans put into place for continued growth and improvement. The results of these meetings have engendered the implementation of the science Lab Learner program and the adoption of newer, more challenging Math series.

Parents and students have ongoing access to formal student evaluations by means of an online grading program, My Students Progress. Student work is prominently displayed throughout the school to encourage and celebrate student learning. The parents are informed annually of the school's Terra Nova results at a Home and School meeting where school-wide information is shared along with comparisons to Archdiocese and the local county. Families receive copies of the Terra Nova Home Report with individual student results. An overview of the school's progress is published in the Principal's weekly newsletter which is posted to the school website and published in the parishes' weekly bulletins so that the local community is made aware of the school's progress and growth. An annual report is made by the principal at a Home and School Association meeting.

Classroom instruction is planned after careful review of student assessments to ensure that students are properly supported and challenged. Students in need of extra support and instruction are able to receive remedial instruction through services provided through programs funded by the state and federal governments.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

St. Joseph and St. Robert School is a welcoming place with a culture and climate that is rooted in its Catholic identity. The faculty and staff motivate and engage students by staying current in educational best practices as evidenced by some of the programs implemented over the past six years.

A hands-on and interactive laboratory program has been added to the science curriculum, engaging the students in scientific inquiry. Students have access throughout the day to various technology platforms including iPads, SMARTboards, Surface Tablets, Chrome Books, and individual devices.

A Spanish language program was added to the curriculum motivating and engaging students to explore other cultures.

At St. Joseph/St. Robert School, the administration, faculty, staff, students, and families work together to create an environment that supports the students' academic growth and social-emotional development. Work is displayed prominently throughout the school building and at local community sites.

Supplemental academic programs are offered after school in art and science. Competitive academic opportunities include a Sciathlon, Reading Olympics, and several local essay writing contests.

Social and emotional development are fostered by focusing on relationship building and positive behavior supports. The Buddy Program helps develop a feeling of belonging. Frequent opportunities to gather as a whole school and with buddy classes strengthens these bonds. The mentorship program that pairs faculty members with 8th grade students allows the upper grade students an opportunity to form a relationship with a positive role model who is available for coaching throughout the year. In addition, there is a program emphasizing virtues. Each month, a Virtue is chosen and given special emphasis in all dealings with others. The school's Apple of My Eye tradition when students are acknowledged by the school community for kind and helpful acts both large and small emphasizes the need for daily kindnesses.

The school culture creates an environment where teachers feel valued in many ways. The Home and School Association has a strong bond with the faculty that is much appreciated. It assists with the expenses of setting up a classroom for each new school year. It provides a monthly luncheon for the faculty and staff and is available for many kinds of support. The Fathers' Club supports the teachers by taking on tasks of all kinds. It is another wonderful resource where teachers can go to get assistance with projects.

The faculty meets weekly to discuss the business of the school community. This gathering allows the faculty to feel connected with the administration and each other in a common goal. It is the warm and welcoming environment at St. Joseph/St. Robert School that makes it a wonderful place for all to grow!

2. Engaging Families and Community:

St. Joseph/St. Robert School continually seeks to foster partnerships with the families and the surrounding community to enrich the school through community programs. The shared collaboration and vision of the Public Relations and Advancement Committee consisting of administration, parents, faculty, alumni, parishioners, and corporate leaders nurtures a strong sense of direction, belonging and achievement within the community.

The Office of Advancement provides internal and external communication almost daily through Facebook, Twitter and press releases designed to highlight school academic/service achievements, and student successes which adds to the spirit of the community. To welcome new families into the St. Joseph/St. Robert community, the Mentor Family Program matches new families with established families. The families meet prior to the start of the academic school year and the "personal touch" is cultivated as the mentor family provides guidance throughout the school year. In addition, the mentor families extend

invitations to attend and volunteer for school related activities which adds to communal relationships.

Mentoring carries over into the school day through the Buddy Program, in which older students are partnered with younger students for guidance, activities, and service projects. This organized process invites and involves the school community in a spirit to serve others. Thus, families have a commitment to one of the main purposes of a Catholic education.

The students have an active Service Corps and plan/participate in a vast range of monthly service projects that benefit the community. School families support parish/community initiatives such as: food and clothing drives, visiting local nursing homes, assisting school families with medical issues by hosting fundraisers, visiting families in the parishes that have lost a loved one, and the Earth Day Recycling Challenge.

3. Professional Development:

Professional development at St. Joseph/St. Robert School is twofold. It enables teachers to remain current in educational best practices and fosters development of the school's Catholic identity. Professional development is supported and encouraged at both the local and archdiocesan levels. The Archdiocese of Philadelphia offers numerous programs to address areas such as Early Childhood Education, differentiated instruction, curriculum development and religion certification.

The school administrator offers faculty members the opportunity to attend workshops sponsored by the Bucks County Intermediate Unit. Faculty members serve on visiting teams for Middle States Accreditation for Elementary Schools while others attend annual technology workshops during the summer. Throughout the school year, teachers attend courses related to subject areas, learning styles and strategies, assessment techniques, technology in the classroom, and other educational topics.

The administration strongly encourages teachers to continue to develop their professional skills by providing recent educational articles. Information from these articles allow the faculty to design instruction that enhances the educational process. The faculty is given the opportunity to share educational practices during weekly faculty meetings and professional development days which are held four times throughout the year.

The faculty and administration analyze the strengths and weaknesses of the students based on 21st century learning skills; therefore, professional development is guided by those needs. Professional development provides teachers with methodologies that can be used to design and implement lessons to facilitate student achievement. As a direct result of these efforts, we strive to continually improve the educational experience for all students at St. Joseph/St. Robert School.

In order to foster Spiritual Development, the administration provides a yearly spiritual retreat experience for the faculty. This retreat allows the faculty to focus on their role as Catholic educators and role models for the students.

4. School Leadership:

The philosophy of leadership of St. Joseph/St. Robert School is demonstrated by daily example of living the school's Mission in word and deed. The pastors of St. Joseph parish and St. Robert parish work collaboratively and cooperatively with each other, the principal, and the faculty to foster an environment conducive for the spiritual, educational, social, and emotional growth of the students.

The school leadership works to ensure that St. Joseph/St. Robert School provides an optimum environment for the spiritual, academic, social, and emotional growth of the students. Governed by the policies and procedures as set forth by the Office of Catholic Education of the Archdiocese of Philadelphia regarding matters of personnel, legal issues, curriculum, and strategic plan, St. Joseph/St. Robert School implements policies at a local level that best meet the needs of the school community.

The administration is supported by the school Advisory Board comprised of members of both parishes and a faculty representative who assist the pastors and principal in the areas of marketing, development, and technology. The school administration actively supports a strong collaboration among the teachers, students, and parents. The principal is a visible presence throughout the school greeting the students as they arrive and depart each day. She observes instruction and engagement of the students through informal classroom visits. She encourages open communication and professional dialogue through weekly faculty meetings and monthly parent meetings. An online weekly communication memo helps to keep parents informed of school activities and accomplishments.

Always mindful of the school's commitment to academic excellence, the principal works to stay apprised of contemporary, data-proven practices. Her participation in the summertime Archdiocesan Leadership Academy and ongoing leadership professional development brings to the faculty those best practices that will help develop rigorous lessons, enhance instruction, and produce students prepared as 21st Century learners.

The principal practices a collaborative model of leadership. She has implemented a Leadership Committee comprised of four faculty members who work along with her to initiate educational practices to enhance student learning and development. Great discussion precedes implementation of new practices to encourage ownership by all. The principal oversees the implementation of policies by reviewing lesson plans, daily interaction with the staff, productive faculty meetings, and providing relevant professional development. The principal is approachable and available to all members of the school and parish communities.

PART VI – STRATEGIES FOR ACADEMIC SUCCESS

St. Joseph/St. Robert School works to educate the whole child, not simply impart standards. While the curriculum is rigorous and the standards are high, the school readily acknowledges the additional needs of the children that will affect their success in school. To this end, the school endeavors to provide numerous opportunities for the children to learn and grow as caring, competent, contributing members of society.

A daily student-produced morning news program is a way for students to compile information, format it, and present it in an interesting way. Service Corps members readily give of their time and talents to benefit those in the school community and beyond. Working with teacher moderators, these student leaders encourage their peers to become people of service. Parents, too, play a vital role in this aspect of school. It is only with their support and cooperation that the many service activities can come to fruition. While many schools refer to themselves as “families”, St. Joseph/St. Robert School truly does operate with family values throughout the day.

Each morning, faculty members, student valets, and the principal greet the children upon arrival. Younger children are escorted to their classrooms by the older students. Students and faculty begin the day with a Morning Prayer during which specific needs are held in prayer. Older and younger buddy classes meet regularly to socialize and celebrate special holidays. Older children may then recall the joy of small celebrations and younger students gain an older friend.

Every child is made to feel that s/he belongs to every teacher. Every teacher willingly embraces the notion that every child is their responsibility. Parents are welcomed into the school. They assist whenever and wherever they may be needed. Communication between the homes and the school is ongoing and regular.

Parents, teachers, and administration regularly meet to discuss concerns and develop strategies for future success.

One measure of the effectiveness of the education of the Whole Child can be seen in our standardized testing results. Because teachers, parents, and the principal all agree that the time allocations are generous, every student takes the test under normal conditions. The test results are typically strong, despite the fact that we test all students, even those with learning improvement plans.

The students approach their days with smiles and positive attitudes. Graduates leave with the skills they need to continue their education successfully and ready to accept the challenges that lie ahead.

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? \$4500
(School budget divided by enrollment)

4. What is the average financial aid per student? \$750

5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 20%

6. What percentage of the student body receives scholarship assistance, including tuition reduction? 25%

PART VIII – ASSESSMENT RESULTS FOR NORM-REFERENCED TESTS

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: Terra Nova

Grade: 3

Edition/Publication Year: N/A

Publisher: CTB

Scores are reported here as: Percentiles

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	73
Number of students tested	21
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Math
Edition/Publication Year: N/A

Test: Terra Nova 3
Publisher: CTB

Grade: 4
Scores are reported here as: Percentiles

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	83
Number of students tested	23
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: CTB

Grade: 5
Scores are reported here as: Percentiles

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	89
Number of students tested	25
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: CTB

Grade: 6
Scores are reported here as: Percentiles

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	89
Number of students tested	24
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: CTB

Grade: 7
Scores are reported here as: Percentiles

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	88
Number of students tested	18
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: N/A

Test: Terra Nova3
Publisher: CTB

Grade: 3
Scores are reported here as: Percentiles

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	74
Number of students tested	21
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA
Edition/Publication Year: N/A

Test: Terra Nova 3
Publisher: CTB

Grade: 4
Scores are reported here as: Percentiles

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	79
Number of students tested	23
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: CTB

Grade: 5
Scores are reported here as: Percentiles

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	69
Number of students tested	25
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: CTB

Grade: 6
Scores are reported here as: Percentiles

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	86
Number of students tested	24
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: CTB

Grade: 7
Scores are reported here as: Percentiles

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	80
Number of students tested	18
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: