

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 Miss Diane E. McCaughan

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

Official School Name Mater Dei Catholic School

(As it should appear in the official records)

School Mailing Address 493 East Main Street

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

Lansdale PA 19446-2898
City State Zip Code+4 (9 digits total)

County Montgomery County

Telephone (215) 368-0995

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Web site/URL https://materdeicatholics.com/

E-mail dmccaughan@materdeicatholic.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*Dr. Andrew McLaughlin Ed.D

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

E-mail amclaughlin@archphila.org

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. Paul Cutajar

(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	43	43	86
K	37	29	66
1	21	27	48
2	23	28	51
3	25	19	44
4	24	18	42
5	22	20	42
6	22	23	45
7	25	27	52
8	23	26	49
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	265	260	525

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 2 % Asian
 - 3 % Black or African American
 - 5 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 87 % White
 - 3 % 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: 1%

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	3
(2) Number of students who transferred <i>from</i> the school after October 1, 2016 until the end of the 2016-2017 school year	4
(3) Total of all transferred students [sum of rows (1) and (2)]	7
(4) Total number of students in the school as of October 1, 2016	546
(5) Total transferred students in row (3) divided by total students in row (4)	0.01
(6) Amount in row (5) multiplied by 100	1

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

English Language Learners (ELL) in the school: 1 %
4 Total number ELL

7. Students eligible for free/reduced-priced meals: 8 %
Total number students who qualify: 44

8. Students receiving special education services: 7 %
37 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>1</u> Other Health Impaired |
| <u>4</u> Developmentally Delayed | <u>4</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>1</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>1</u> Intellectual Disability | <u>1</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 6

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	3
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	25
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	7
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	8
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 21:1

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	96%	92%	92%	93%	95%
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.

MDCS develops values of faith, excellence, service, and community. Recognizing the uniqueness of each child, we educate students to be innovative learners and Catholic leaders.

PART III – SUMMARY

Mater Dei Catholic School (MDCS) is a regional school founded in July 2012 pursuant to a merger of three legacy schools in the Archdiocese of Philadelphia: Saint Maria Goretti School founded in 1954, Hatfield, PA, Saint Rose of Lima School founded in 1953, North Wales, PA, Saint Stanislaus School founded in 1891 in Lansdale, PA. The school was established under the patronage of Mater Dei which is Latin for Mother of God. MDCS opened its doors on September 6, 2012 with 525 students. The welcoming spirit of MDCS allowed a smooth transition from the legacy schools to a successful regional school. The administration, faculty, and staff incorporated with great pride the meaningful traditions of each of the legacy schools. Some traditions include Angel on My Shoulder Awards, All Saints Parade, and National Junior Honor Society. Each year the locations of the graduation festivities rotate to the three legacy parishes including Graduation Mass, 8th Grade Family Dinner, and Graduation Dance. This deep respect and understanding of these valued traditions enabled the creation of a warm, nurturing, and loving MDCS family.

MDCS families represent a variety of socio-economic backgrounds who desire a Catholic education for their children. They support the vision of MDCS by their commitment to the hallmarks of the mission: faith, excellence, service, and community. Parents demonstrate their support by their active involvement in every aspect in the life of the school community. The students are equally diverse in their abilities, gifts, and talents. The mission of MDCS is to recognize the uniqueness of each student by providing opportunities for all students to become independent, innovative, and creative learners. MDCS exceeds the academic requirements of a successful school while including the standardized test results of every student.

MDCS instills a strong faith formation and pride in Catholic heritage. The administration, faculty, and staff partner with parents to model their faith through prayer, worship, education, and service. Students participate in specific activities that reflect Catholic values of social justice and peace instilling the value of service to others. The students have opportunities to serve the local community through involvement in food/clothing drives and by visiting nursing homes/homeless shelters. The students learn about various third world countries when they participate in service projects to support global communities.

The Middle States Association of Colleges and Schools Commission on Elementary and Secondary Schools accredited MDCS in 2016 noting numerous innovative programs and strategies that challenge students to develop their potential. MDCS is committed to academic excellence for all students. To respond to the needs of learners, administration, teachers, and parents participate in a Student Review Team to create the best learning experience for each student. The school has developed a formal Accommodation Program to document the strategies utilized to create a successful approach to programs and instruction. MDCS provides an Honors English and Honors Math program for students who meet the established criteria. Provisions are made for students who need a modified curriculum in grades 1-8. Students, who through teacher observation, standardized testing, and/or psycho-educational evaluations are identified as experiencing learning differences, participate in the Learning Resource Room with a special education teacher and/or certified reading specialist. In all curricular areas, differentiated instruction and flexible grouping are provided to meet individual needs and learning styles.

As a result of the exemplary education offered at MDCS, graduates experience a faith-centered education preparing them spiritually, academically, physically, and culturally to succeed in the high school classroom and beyond. Over the past six years, students have been awarded well over one million dollars in scholarships by prestigious high schools in the Philadelphia area.

Community, the fourth hallmark, was added to the mission a few years after the school was established in response to the request of parents. The MDCS community has grown over the past six years to be a school where people show genuine respect and care for one another. Through a variety of outreach programs, home and school work together to support and celebrate family life. Through the example of the administration, faculty, staff, and parents working together, students embrace the spirit of servant leadership. The MDCS community sets high expectations for the students. The students are happy and generous with their time and talent as evidenced by how they respond to the needs of others on a daily basis and by their

enthusiastic response to student-organized outreach programs. MDCS recognizes that knowledge enlightened by faith, excellence, service, and community is the heart of Catholic education.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

MDCS complies with the philosophy and guidelines of the Archdiocese of Philadelphia and the regulations of the Commonwealth of Pennsylvania regarding content and format of curriculum. The foundation of the academic program is based on the Rigor and Relevance Framework which provides a means of designing effective curriculum and measuring individual learners' progress in order to deliver relevant educational experiences for students.

The Elementary English Language Arts Curriculum (ELA) reflects the standards of the Common Core State Standards (CCSS) in the four literary disciplines of reading, writing, listening/speaking, and language. The Kindergarten curriculum focuses on establishing the early literacy skills of phonemic awareness and letter recognition which is supplemented with the Wilson Foundations program. Additional support is offered by the Montgomery County Intermediate Unit (MCIU) reading specialist in the kindergarten classrooms where remediation is "pushed in" to meet the needs of learners. The progress of students in grades K-6 is monitored according to the benchmarks of Dynamic Indicators of Basic Early Literacy Skills (DIBELS). Teachers of the primary grades provide a balanced literacy approach with opportunities for students to explore both fiction and nonfiction texts to develop reading and writing skills while supporting content areas of instruction. Recently, teachers have incorporated the online resource MobyMax to support and address learning gaps. MobyMax allows students to interact with content and provides teachers with both diagnostic reports and differentiated lessons to meet the needs of all learners. Teachers support students through the writing process of brainstorming, drafting, editing, revising, and publishing to produce quality written entries that have won contests sponsored by the Patriot's Pen and the Ancient Order of Hibernians.

The Elementary Mathematics Curriculum is a carefully planned program aligned with the CCSS. The mathematics curriculum requires both conceptual understanding and procedural fluency while promoting mathematical proficiency, reasoning, problem solving, modeling, mathematical communication, critical thinking, decision making, and engagement. MDCS utilizes updated resources including the digital components of the Houghton Mifflin Harcourt GO Math! series and the website MobyMax to monitor progress and remediate potential gaps. The Honors Math program advances students to reach their potential in grades 5-8, while the Enrichment Math program prepares the advanced student in 4th grade.

The Elementary Science Curriculum aligns with the Next Generation Science Standards, which are based on the "Framework K-12 Science Education" that was created by the National Research Council. Teachers guide students to acquire foundational science skills through exploration, experimentation, and problem solving. Disciplinary core ideas consist of specific content and are grouped in domains: the physical sciences, the life sciences, the earth and space sciences, and engineering, technology, and applications of science. Students learn content and explore the methods of scientists and engineers to promote scientific inquiry.

The Elementary Social Studies Curriculum is based upon the National Council for the Social Studies Scope and Sequence. The goals of the social studies curriculum include the development of knowledge, skills, values, and social participation appropriate to the student's age and grade level. The content of the social studies program is interdisciplinary, with emphasis on history, geography, and the development of the student as an active global citizen. In accordance with the mission statement of the Archdiocese of Philadelphia's social studies curriculum, students are prepared to identify and understand the lessons of history and the challenges of a rapidly developing world, within the context of our Catholic beliefs. One of the many service learning opportunities was the Building a Bridge to Uganda Project which involved students developing a rapport with Pope John Paul II School in Uganda. Students learned the challenges of the third world and fundraised to support the school. This project culminated months of planning when Father Serugo Joseph visited Mater Dei, celebrated Mass, and shared the impact made by the students' efforts. MDCS welcomes over 100 veterans each year for a Veterans Day Celebration to recognize the importance of citizenship and service. Field trips provide students with opportunities to explore classroom content in the real world. Some field trip experiences include community tours, United States Constitution

Center, Churchville Nature Center, Pennsbury Manor, and Valley Forge National Park.

The Mater Dei Preschool provides positive educational experiences for three and four year olds in accordance with the Archdiocesan Early Childhood Guidelines. Faith formation is woven into the curriculum through daily Religion lessons and simple prayers. Students are engaged in “hands-on” activities designed to develop phonological awareness, number sense, gross/fine motor skills, and cooperative play. Weekly physical education, Spanish, and music classes, allow students to develop additional foundational skills. The development of the student socially and intellectually encourages the student’s use of more appropriate behaviors and better social interactions which results in successful transition to Kindergarten and beyond.

2. Other Curriculum Areas:

MDCS is firmly rooted in Gospel values making Catholic identity the cornerstone of all learning. Religious instruction is offered daily at every grade level in accordance with the Archdiocese of Philadelphia Guidelines. Students are nurtured in a loving environment where respect, empathy, and compassion are modeled and encouraged. In a community filled with spirit and support, students become faithful Catholic leaders.

The fine arts program includes weekly instruction in art and music. MDCS recognizes the importance of helping students to become more aware of the beauty in life through increased aesthetic experience, to understand the basic elements of art and music, and to provide opportunity for creativity and skill development through the grades.

The art program adopts the New National Visual Arts Standards and follows the Archdiocesan Art Guidelines for grades K-8. These include: investigation of art history, “learning from the masters”, and scaffolding skills and techniques. Students participate in the Art Goes to School program and the MDCS Annual Art Show. Students’ artwork is frequently displayed in local libraries and storefronts.

The music program adheres to the Archdiocesan Music Mission Statement which has incorporated the National Standards of Music Education. The major instructional methods used are Music Learning Theory, aural/oral, verbal association, creativity, and improvisation. Students can participate in the grade 3-6 Jubilate Choir, the grade 7-8 Mater Dei Singers, and the grade 4-8 Cantor Choir. Performance opportunities are varied and occur at developmentally appropriate grade levels and include: Preschool/Kindergarten Nativity Celebration, All Saints Prayer Service, Veterans Day Celebration, Passion of Our Lord Presentation, and Christmas Pageant. Chimes and band ensembles are available for grades 4-8. The spring musical showcases the musical talents and teaches production skills for grades 5-8. Private piano, band instrument, and guitar lessons are available for grades 1-8. Students are well represented in the Archdiocesan Children’s Choir, Jazz Band, and the Archdiocesan Honors Band.

The physical education program is a weekly class for PreK-8 and follows the Archdiocesan Guidelines while incorporating the National Standards and Grade-Level Outcomes to teach the value of physical activity and its contribution to healthy, active lifestyles. Critical thinking and problem-solving skills are developed through participation in team building activities designed to help students to understand and to foster the MDCS mission. Technology is integrated throughout the program including FITstep Pro uploadable pedometers and heart rate monitors.

Mater Dei Catholic School is in compliance with the program's foreign language requirements for all students. The Spanish foreign language program is a weekly class in grades PreK-8 and follows the Archdiocesan World Language Curriculum. The program fosters an appreciation for the Spanish language through conversation, role playing, interactive games, writing, and for the culture of Spanish-speaking countries. Spanish is integrated into daily morning prayer led by students. The singing of Spanish language hymns at the annual May Procession and Kindergarten graduation are beloved traditions.

Grades K-8 have technology instruction once a week in the technology lab where the focus includes: keyboarding, technological responsibility, real-world application, and digital projects. Technology plays an

integral role in the development of competencies necessary to become active participants in 21st century classrooms. The technology program guides the students to interact and collaborate while moving through the complexity of technical skills in the spiraling curriculum. The 1:1 iPad initiative provides students in grades 4-8 with an iPad to connect the home and school learning environments. All students have access to technology with 8 iPad carts, 2 Chromebook carts, a Chromebook Lab, and two 3-D printers. The Computer Ambassador program is open for students in grades 6-8 who are interested in exploring advanced topics in technology.

The STREAM lab, based on the “Maker Movement”, provides a weekly opportunity for the students in grades 1-8 to experience a student-centered approach in the areas of Science, Technology, Religion, Engineering, Art, and Mathematics. Students flourish in an environment where they tinker, create, invent, build, and interact through project-based learning. When given tools and materials to create ethical solutions to real-world problems, students develop innovations that respect human dignity and protect God's creation. Interactive Science Tech books, experiences in the Science Lab, and field trips are some of the methods used to encourage the students to acquire foundational skills. Library skills are presented in ELA classes and are applied in the library/research/media section of the STREAM lab.

3. Instructional Methods, Interventions, and Assessments:

MDCS educates students to be independent, innovative, and creative learners by differentiating instruction to meet individual needs. Daily instruction focuses on flexible grouping, direct instruction, and cooperative learning. During weekly visits to the STREAM Lab, students in grades 1-8 are immersed in project-based learning. Students in grades 4-8 participate in a 1:1 iPad initiative to promote engaging, relevant, and meaningful learning opportunities. Through the use of “G Suite for Education”, teachers are able to provide multiple modes of instruction to accommodate all types of learners. Teachers use a combination of formative and summative assessments to determine student mastery.

In addition to MobyMax, MDCS uses the results of DIBELS for grades K-6 and Terra Nova test scores for grades 3-8 to assess student performance. These tests are used to determine which students will be placed in remedial mathematics and/or reading classes provided by the MCIU. Terra Nova test scores provide information which would permit entry into the Learning Resource Program for the modification of mathematics curriculum for grades 5-8 and ELA curriculum for grades 1-8.

Terra Nova test results are used to determine which students will be placed in Honors Mathematics grades 5-8 and Honors ELA grades 7-8. Students who meet the established criteria of consistent academic achievement, teacher recommendation, and Terra Nova benchmark scores are offered the opportunity to participate in these programs. In both Honors programs, students are challenged to use critical thinking, problem solving, and analytical skills to master the curriculum at an accelerated pace.

Each September, current and former teachers meet to discuss opportunities for student learning by focusing on prior classroom performance and standardized testing. This practice enables teachers to individualize and diversify instruction for all learners. The collaboration of the faculty, subject coordinators, and principal provides continuity of student learning, expectation, and performance.

MDCS is committed to providing for the needs of individual students, including a student who is performing at or below the standard. The administration, faculty, and the MCIU personnel work in consultation with the student's parents to determine the need for classroom accommodations through the Student Review Team (SRT) process. The SRT process is used to identify the background, support services, and current status of a student's development. Any student who participates in the documented Accommodation Program receives an accommodation form in each trimester report card and a copy is placed in the student's confidential file. These accommodations may include, but are not limited to: teacher prepared notes, extended testing time, behavioral/effort contracts, tests read aloud, or alternative assessments. The accommodations are re-evaluated by teachers and parents every trimester to ensure that the student's needs are met.

The MCIU provides support services in reading grades K-6 and mathematics grades K-6 to help students

with targeted instructional support to maintain progression throughout the grades in a small group setting. Based on teacher recommendation, testing, and parent input, students may participate in the program. Parents receive written reports each trimester documenting student progress. The MCIU also provides screenings and support for students who are identified as needing speech and language services.

MDCS provides for students needing a modified curriculum in grades 1-8. Students, through teacher observation and/or testing, who have been identified as experiencing learning differences are enrolled, with parental permission, in the Learning Resource Room. Students in grades 1-8 are provided modified small group instruction in ELA with a special education teacher and/or certified reading specialist and teaching assistants. Students in grades 5-8 are presented a modified mathematics curriculum in a similar small group setting. Students are taught at their instructional level and their report cards indicate a modified curriculum. In both Learning Resource Rooms, a multi-sensory approach is employed to respond to the individual strengths and weaknesses making a Mater Dei education accessible to students with special learning needs. Students who are performing significantly below the standard in reading can receive additional remediation in the Wilson Reading System with a certified teacher. With this collaborative approach to meeting the needs of all learners, MDCS improves the acquisition of foundational skills needed for students to be confident learners striving to meet instructional goals.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

MDCS provides a faith-centered education preparing students spiritually, academically, and socially to succeed in life beyond the classroom. By internalizing Gospel values, students incorporate faith and knowledge which empower them to become Catholic leaders. School and class Masses, prayer services, sacramental preparation, Advent, Lent, and other celebrations of the liturgical year articulate the school culture and bring core Catholic beliefs to each student. By experiencing the spirit of community, students are empowered to reflect Catholic values in their interaction with others. Guests acknowledge the respect shown by students as they stand to greet visitors to the classrooms and by students' cordial greetings in the hallways. The enthusiasm and happiness of students foster a nurturing, family atmosphere which enables students to grow emotionally, academically, and socially.

No event better proves the sense of family than the annual Polar Bear Plunge when over 200 members of the community gather in Sea Isle City, NJ in February to plunge into the Atlantic Ocean. This event raises funds for families who are struggling with tuition and makes Catholic education more accessible by raising over \$20,000 each year. Through participation in a variety of activities focused on leadership and service, students develop a social conscience, become problem solvers, and embark upon a lifetime commitment to service. The National Junior Honor Society and Student Council led the school in the "Mater Dei is Stronger Together" project to promote unity, inclusion, and kindness. The class officers invited a clinical psychologist to present strategies for dealing with social pressures. Teachers and students planned team-building activities for grades K-8 to find commonalities and discuss workable solutions for when stressful social situations occur.

Teachers are valued and supported by the administration and families. The culture of support and accessibility is demonstrated with the open-door policy of the principal where a teacher knows he or she will be heard and where ideas and a shared vision become goals and programs. Clear and consistent communication is accomplished with weekly Friday morning faculty gatherings, a yearly retreat, and faculty in-service days which reinforce the positive and collaborative atmosphere where successes are celebrated together. When teachers share their enthusiasm, interests, and talents, students benefit through innovative approaches to authentic learning experiences. The collaboration of administration, parents, staff, and students has created a school culture where all are actively engaged and motivated toward success.

2. Engaging Families and Community:

The family is central to the heart and mission of MDCS. Parents work with the school administration and faculty to advance the mission and build community at MDCS. Parents are involved in various aspects of leadership. The Home and School Association is an organization with strong parent leadership. As the name of the organization suggests, it brings together the two most important influences in a child's life: the home and the school. The main focus of the Home & School Association is to enrich the lives of families and enhance the students' school experience through social and fundraising events. Parents hold leadership positions in the marketing, enrollment, retention, and development committees sponsored by the Advancement Office. The school principal, advancement director, and parents work collaboratively to guarantee the success of the school.

The school principal embraces a spirit of shared leadership with the faculty and staff. Faculty and staff members initiate programs, lead curriculum committees, facilitate student activities such as Student Council, National Junior Honor Society, Reading Olympics, Pep Squad, safety program, musical groups, and school play. Teachers take a leadership position in the absence of the principal. Responsibilities include: overseeing the events of the day, handling student issues, and making decisions when necessary.

MDCS recognizes parents as partners in the religious education of their children through their modeling of faith in action. Parents, grandparents, and friends volunteer regularly to support the school administrators

and teachers. Volunteers help in the main office, classrooms, lunch room, business office, and advancement office. The involvement of members of the community creates a sense of belonging and ownership that has become the culture of MDCS.

Parents are informed of student achievement through the use of My Student Progress, an online grading program. Every Monday, parents and community members receive an email communication, Mater Dei Matters, which provides information about the weekly schedule and students' successes and accomplishments. Parents receive a Principal's Pen regularly to highlight school information. The Board of Limited Jurisdiction has a vested interest in the accomplishments of the students. Student achievements and needs for capital improvements are communicated to the Board regularly for information purposes and for budgetary considerations. The sponsoring parishes publish MDCS news in their weekly parish bulletins. Families and the community are engaged and vested in MDCS creating a warm family-like atmosphere that supports the spiritual and emotional growth of the children and promotes academic excellence for all students.

3. Professional Development:

The administration of MDCS recognizes the vital role professional development takes in promoting not only the academic but also the social and emotional growth of students. In the beginning of each school year, the principal selects the topics of focus for faculty and staff based upon the current needs of the students and the professional goals each teacher has self-selected. As new technologies emerge, the faculty and staff remain diligent in their efforts to implement best practices in education as a result of attendance at many national and local workshops, conferences, and webinars.

Recent professional development initiatives focused on varying assessments that provide results used to drive differentiated instruction to accommodate student needs. Progress monitoring of student performance across the grade levels for DIBELS has been the current focus of professional development and is reflected in the attendance of formal training provided by the MCIU.

Teachers have formed a Technology Committee to support the faculty and staff with the best practices and the latest innovative approaches to the integration of technology in all aspects of the curriculum. This committee is comprised of representatives from the early childhood, primary, intermediate, middle school, and other curricular area teachers and faculty. Since 2013, a committee of teachers has attended the Pennsylvania Educational Technology Expo and Conference (PETE&C) in Hershey, PA for a 3-day workshop on the wide variety of topics in educational technology. Teachers have prepared and presented their findings at faculty meetings and staff development days. Several teachers have also attended the Summer Tech Academy sponsored by the Connelly Foundation where teachers can explore new technology-based programs to adapt to their grade specific curriculum. Upon the completion of the course, teachers receive iPads or Chromebooks for school use.

To ensure that the students continue to grow socially and emotionally, guest speakers have presented at staff development days and Home and School Association meetings to address issues concerning social pressures and creating a safe and inclusive school atmosphere. A clinical psychologist delivered a presentation to the faculty and parents on social adjustment and its impact on the learning environment. These presentations have led to student assemblies focusing on how to effectively cope with social stressors and promote inclusion through positive communication and empathy. An expert in the field of Internet Safety presented the faculty, staff, and parents with concrete practices for keeping students safe in the digital world.

4. School Leadership:

MDCS is governed by a Board of Limited Jurisdiction to promote and advance the mission of MDCS for the education and instruction of students. The Board assists in the determination of overall policies in matters relating to enrollment, tuition, budget, and facilities. The roles and responsibilities of the school's governing body are set in compliance with the Office of Catholic Education of the Archdiocese of Philadelphia. The pastors of the three sponsoring parishes and the principal maintain the religious identity

of MDCS as a priority. The principal provides leadership, support, and continuity while balancing the daily operation of the school including the supervision of faculty, staff, and students, oversight of curriculum, and implementation of policies. In fostering the talents of individuals, the principal models and encourages a supportive network where faculty members lead curriculum committees to ensure instructional decisions align with the needs of all learners.

Under the outstanding leadership of the principal who created a model of a successful regional school, Mater Dei fulfills the mission and promotes student achievement. The valued traditions of each of the three merged schools were honored while creating the identity and hallmarks of MDCS. Understanding that strengthening relationships among parents, faculty, and students establishes trust, the principal motivates all members of the community to foster a shared vision of continued excellence and achievement.

The hiring of an advancement director has positively affected marketing, enrollment, and development as evidenced by the successful filling of the preschool classes to capacity to sustain enrollment for the future. The establishment of an Annual Fund helps to support school programs. Recent initiatives have been funded and include a 1:1 iPad initiative, creation of Chromebook and STREAM Labs, expansion of the preschool program, and implementation of DIBELS in grades K-6. The addition of a business manager to the administration balances the need for capital improvements while advancing the mission of MDCS.

The MDCS Home and School Association provides teachers and parents with opportunities to collaborate and promote the educational experience for students. The strong leadership of the principal allows the organization to try new ideas and to offer new opportunities resulting in a calendar filled with events for every age and interest. Fundraising goals are met but the real goal of community building is achieved by a shared commitment to success by the administration, faculty, staff, parents, and students.

PART VI – STRATEGIES FOR ACADEMIC SUCCESS

Understanding that parents entrust MDCS with their most precious gifts each day, Mater Dei has found great success in building a community atmosphere where positive relationships among the administration, faculty, staff, parents, and students are firmly rooted in recognizing the unique nature of each individual as a child of God. This building of relationships among the community members of MDCS has driven and energized academic success. By mastering the spiraling levels of curriculum in a warm and loving environment, MDCS graduates become faithful Catholics, critical readers, creative writers, and successful communicators who are technologically competent and ready to become independent thinkers.

Evidence of the success of MDCS is seen in the return of graduates who continue to serve the Mater Dei community with the talents and spirit that were developed during their time as students. At the Installation Mass of National Junior Honor Society, a graduate who went on to become Class President of her prestigious private high school, returned to deliver an inspiring message and to share her story of the impact her Mater Dei education had on her high school experience. In the after-school CARES program, graduates return to work as aides and support their former classmates in homework assignments and engage in recreational activities. In the fall of 2017, the Mater Dei Young Alumni group organized and hosted a Fall Fest where families participated in fall activities and celebrated Mass together to strengthen the relationships among the administration, faculty, staff, alumni, and families. While the academic success of students is evident in the number of scholarships offered to graduates, it is the commitment to serve others that has been the greatest measure of MDCS success.

Empowered by the commitment to serve the needs of the community, MDCS has been able to expand its ministry by opening a Childcare Center at the Saint Maria Goretti Parish campus in fall 2017. Mater Dei Childcare Center welcomes children from 6 weeks to 36 months and reflects the mission and success of MDCS by providing a warm and loving environment where children can achieve their potential as children of God. Mater Dei Catholic School is excited to welcome new members and witness their impact on the world as faithful Catholic servants.

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? \$5111
(School budget divided by enrollment)

4. What is the average financial aid per student? \$273

5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 1%

6. What percentage of the student body receives scholarship assistance, including tuition reduction? 24%

PART VIII – ASSESSMENT RESULTS FOR NORM-REFERENCED TESTS

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: TerraNova3 -
Common Core with InView

Grade: 3

Edition/Publication Year: 2011

Publisher: CTB/McGraw-
Hill

**Scores are reported here
as:** Percentiles

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	74
Number of students tested	41
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

Test: TerraNova3 -
Common Core with InView

Grade: 4

Edition/Publication Year: 2011

Publisher: CTB/McGraw-
Hill

**Scores are reported here
as:** Percentiles

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	75
Number of students tested	43
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

Test: TerraNova3 -
Common Core with InView

Grade: 5

Edition/Publication Year: 2011

Publisher: CTB/McGraw-
Hill

**Scores are reported here
as:** Percentiles

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	77
Number of students tested	46
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

Test: TerraNova3 -
Common Core with InView

Grade: 6

Edition/Publication Year: 2011

Publisher: CTB/McGraw-
Hill

**Scores are reported here
as:** Percentiles

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	71
Number of students tested	55
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

Test: TerraNova3 -
Common Core with InView

Grade: 7

Edition/Publication Year: 2011

Publisher: CTB/McGraw-
Hill

**Scores are reported here
as:** Percentiles

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	86
Number of students tested	50
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

Test: TerraNova3 -
Common Core with InView

Grade: 3

Edition/Publication Year: 2011

Publisher: CTB/McGraw-
Hill

**Scores are reported here
as:** Percentiles

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	75
Number of students tested	41
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

Test: TerraNova3 -
Common Core with InView

Grade: 4

Edition/Publication Year: 2011

Publisher: CTB/McGraw-
Hill

**Scores are reported here
as:** Percentiles

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	75
Number of students tested	43
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

Test: TerraNova3 -
Common Core with InView

Grade: 5

Edition/Publication Year: 2011

Publisher: CTB/McGraw-
Hill

**Scores are reported here
as:** Percentiles

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	75
Number of students tested	46
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

Test: TerraNova3 -
Common Core with InView

Grade: 6

Edition/Publication Year: 2011

Publisher: CTB/McGraw-
Hill

**Scores are reported here
as:** Percentiles

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	75
Number of students tested	55
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

Test: TerraNova3 -
Common Core with InView

Grade: 7

Edition/Publication Year: 2011

Publisher: CTB/McGraw-
Hill

**Scores are reported here
as:** Percentiles

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	85
Number of students tested	50
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: