

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 Ms. Denise A. Winterberger

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

Official School Name St. Mary Magdalen School

(As it should appear in the official records)

School Mailing Address 2430 N. Providence Road

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

<u>Media</u>	<u>PA</u>	<u>19063-1904</u>
City	State	Zip Code+4 (9 digits total)

County Delaware County

Telephone (610) 565-1822

Fax (610) 627-9670

Web site/URL
http://www.stmarymagdalenschool.net

E-mail principal@stmarymagdalen.net

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.

E-mail amclaughlin@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. William Robinson

(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	25	22	47
K	16	20	36
1	15	17	32
2	24	15	39
3	17	21	38
4	15	11	26
5	13	20	33
6	20	17	37
7	18	14	32
8	16	15	31
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	179	172	351

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 2 % Asian
 - 1 % Black or African American
 - 0 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 93 % White
 - 4 % 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: 3%

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	4
(2) Number of students who transferred <i>from</i> the school after October 1, 2016 until the end of the 2016-2017 school year	8
(3) Total of all transferred students [sum of rows (1) and (2)]	12
(4) Total number of students in the school as of October 1, 2016	358
(5) Total transferred students in row (3) divided by total students in row (4)	0.03
(6) Amount in row (5) multiplied by 100	3

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 %
27 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>1</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>8</u> Other Health Impaired |
| <u>1</u> Developmentally Delayed | <u>11</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>5</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: 3

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.	21
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	6
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	5
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

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 17:1

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	95%	95%	94%	93%	94%
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. Mary Magdalen School educates its students toward moral responsibility, global awareness, academic excellence, technological understanding, and responsible social participation in a nurturing Catholic environment.

PART III – SUMMARY

St. Mary Magdalen School was founded on the belief that the availability of Catholic faith-based education is a critical part of a thriving parish community. It serves a demographic that is well-educated and is in an upper socio-economic income level. Ample outdoor space allows for students to play activities at recess, and makes arrival and dismissal of students safe and efficient. The original building has been extended throughout the years, and is now an expansive and sprawling educational space. Recently, classroom locations were rearranged to make distinct areas for Early Childhood, Elementary, and Middle School students. The school pays careful attention to safety and is equipped with sixteen security cameras and an automated door entry system.

The school opened in 1965, and has increased available classroom space over time, commensurate to growth of the community and enrollment. Two sections of every grade are offered, and the teacher-student ratio is appropriate. Tenured teachers mentor and work closely with teachers new to St. Mary Magdalen. Fifty-five percent of the teachers hold Master's degrees, and several have been part of the faculty for over 20 years. In 2014, the school was re-accredited through the Middle States Association.

The concept of helping students reach and surpass their potential in every facet of learning is the seminal commitment of each educator at St. Mary Magdalen. The formation of a person of faith and compassion is a critical objective. Along with prayers and special intentions, the school pledge and the school rules, recited at a morning meeting to "Greet the Day", help reinforce the conviction that personal integrity, social aptitude, and honesty set the stage for both academic success and advancement of character. It is during this time that celebrations and accomplishments are announced, bringing to the school community a sense of camaraderie and altruism. First Friday Mass, Prayer Partners, stewardship projects, Home and School events, and class holiday parties help to promote a balance of mind and spirit. Various CYO organized sports allow participants to build the skills of teamwork and cooperation.

Individualized, intensive academic instruction that leads to the development of a child who optimally becomes skilled at creative and collaborative 21st century problem-solving is a goal equally as important as to the one described above. Exceptional teachers, beginning with those in the Early Childhood program, and continuing throughout the Middle School, nurture and encourage the St. Mary Magdalen students toward success. That success is documented in the form of well-deserved recognition for the students. Each year's graduating class receives an average of \$575,000 in academic scholarships to various private and Archdiocesan high schools. This year, the Connelly Foundation awarded four students in the Class of 2018 Neumann Scholarships which offer full four-year scholarships to Archdiocesan High Schools. These recent awards bring the total number of Neumann Scholarships at St. Mary Magdalen to twenty-nine since 1995. Recognition of student success is also achieved through participation in science fairs, the IHM Math Contest, Reading Olympics, the Scripps Spelling Bee, and the Knights of Columbus essay contests.

A wide variety of activities are offered to the students to enable them to develop individual talents and aptitudes and to provide balance and enjoyment. Student choir, instrumental music lessons, Community Choir Theater, cheer-leading, and Parish Youth Group are all popular extra-curricular undertakings. In the Fall and Spring, a varied set of Enrichment Programs are offered to the students, some of which include Theater, Watercolor Painting, Chess Club, Government and Debate, Creative Writing, and Exercise and Movement. These programs are designed and implemented by the teaching staff, after school hours. A weekly activity period has been incorporated into the schedule to allow time to build relationships with Prayer Partners. Seventh and eighth grade students participate in Student Council along with representatives from the lower grades. Student Council provides several fun activities throughout the year and helps to organize several of the stewardship projects in the school.

The mission of St. Mary Magdalen School is precise and forthright. The goal is to cultivate and encourage the development of a student within a context of faith and joy, and to afford that student every chance to succeed on many levels. The educators are dedicated to this goal, the students, and the parish community.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Reading/English language arts

The language arts curriculum at St. Mary Magdalen School is aligned to the Archdiocesan Catholic Identity Curriculum Integration with the foundation skills drawn from the Common Core Standards (CCS). Instruction addresses these standards by integrating comprehension, word study, written expression, spelling, grammar conventions, and oral communication.

Core materials, Pearson's Reading Street in grades four through six and HMH's Journeys, in K through three, are utilized because of the alignment with the CCS. In grades six to eight, the skills-based Pearson's Common Core anthology is utilized and supplemented with: novels, trade books, and nonfiction pieces, the latter are used for direct instruction and genre study using a literature-based approach. Instruction in literature focuses on key ideas, details, and comparing themes across texts. Nonfiction texts provide emphasis on vocabulary and structure of informational texts. Range of Reading is addressed through a balance of genres in ELA and across content areas. Students acquire foundation skills through guided reading and direct instruction scaffolded with guided and independent practice with meaningful text. The students continue their development through grade five with word study and fluency instruction.

Writing modes include narrative, persuasive, informative, research and responses to reading. Beginning in grade four, students use Google Sites as an electronic portfolio where they organize published writing samples and other subject area assignments. Supplemental materials, including Vocabulary Workshop and Voyages in English, address vocabulary and conventions of language. Simple Solutions provide additional reinforcement and practice. Achieve 3000, an online reading program, exposes students to nonfiction text written at a complexity level based on each student's Lexile scores, which are monitored and adjusted accordingly. In addition, students are invited to participate in Reading Olympics, as well as the Scripps National Spelling Bee.

Mathematics

St. Mary Magdalen's Math program adheres to Archdiocesan and CCS in Numbers and Operations, Algebraic Concepts, Geometry, Measurement, Data, and Probability. Teachers provide students with opportunities to solidify comprehension of mathematical concepts to serve as a spiraling foundation to tackle more challenging algebraic and geometric concepts. Students who qualify for the Honors Math track complete this curriculum at a faster pace in grades five through eight, allowing them to take a high school Algebra course in eighth grade. The needs of students who are below level are met through remediation in flexible groups and the support of the Delaware County Intermediate Unit.

Technology is integrated in math giving students an array of learning opportunities. Differentiated instruction is provided through the use of SMART Boards, Khan Academy, math manipulatives, graphing calculators, iPads, and Chromebooks. Students are guided towards greater math fluency through the use of the Simple Solutions maintenance program and online resources such as IXL. Students have enrichment opportunities in the IHM Math Contest and the Stock Market Game contest.

Science

St. Mary Magdalen's Science curriculum encompasses the Next Generation Standards through a combination of traditional instruction and hands-on learning with the Lab Learner program. Students in kindergarten through eighth grade develop the skills of observation, scientific inquiry, hypothesis formulation, and experimental validation. Weekly lab experiences enable students to develop a deeper understanding of concepts presented in the classroom and delve into observation-based inquiry. Students are encouraged to utilize skills from language arts classes to record and report on data found in investigations, as well as to analyze and utilize higher-level thinking strategies when facing questions. Students develop

scientific communication skills through the development of a variety of graphs, charts, and tables to communicate their results. Teachers accommodate the learning needs of all students through differentiated instruction, projects, group work, and varied assessments. Seventh graders participate in a school science fair, and winners advance to the Delaware County Science Fair. Winners advance to the Delaware Valley Fair, where they have the opportunity to share their results and findings.

Social Studies

Students are given instruction in American and World History, Geography, and Culture, emphasizing social, political, and economic facets of the past and present world as outlined in the Archdiocesan curriculum. Students are given many opportunities for civic engagement and for the development of global awareness, from student council elections, to projects designed to increase each student's understanding of the diversity of cultures throughout the world. Teachers instill a greater appreciation for the history, culture, and diversity of both the United States and the world. Teachers in grades four to eight utilize an online textbook, which the students access on Chromebooks. Students' knowledge is also cultivated and developed through the integration of multimedia such as SMART Boards, Apple TVs, and iPads.

Preschool (3-4)

The curriculum is aligned to the Early Childhood Standards provided by the Archdiocese. Students in the preschool program at St. Mary Magdalen are introduced to the context of the classroom by nurturing teachers, who are committed to addressing the spiritual, cognitive, social, emotional, and physical aspects of each child. Through creative processes and concrete lessons, readiness concepts are taught in a developmentally appropriate way. Children are given the opportunity to explore a broad range of ideas and to face cross-curricular challenges. Social interaction and cooperative play create a foundation for building confidence and self-esteem.

2. Other Curriculum Areas:

Religion

The instruction of Religion is based on the truths and dogma of the Roman Catholic Faith. The program inspires children to build a personal relationship with the Lord. Classroom lessons are grade-appropriate and foster spontaneous prayer, reflections, and scripture reading. First Friday and class Masses provide opportunities to develop the students' spirituality. The Disciples of Jesus presentation each month helps students apply their learning to social situations. Students are paired with a "Prayer Partner" from a different grade level with the goal that older students provide a positive example of faith to the younger students. The school participates in monthly stewardship projects, putting faith into action.

Arts

Art: The art curriculum follows guidelines developed by the Archdiocese of Philadelphia, introducing and developing skills and incorporating elements of art and principles of design, while fostering creativity and imagination. In weekly classes, kindergarten through grade eight are introduced to artists and their representative styles to develop an appreciation of art. Hands-on projects help extend the learning, while students explore their creativity using a variety of media and materials. The results of the students' hard work and imagination in the classroom are displayed in the Spring Art Show. Additional opportunities exist for fine arts through our after-school enrichment programs, and the Art Goes to School program.

Music: Weekly music classes in grades pre-K through eight engage students in developmentally appropriate activities that teach music literacy as well as performance skills, which build confidence and self-esteem. In first grade, students start composing using body percussion; in upper grades, they write raps and group compositions for found instruments. They build music reading skills on rhythm instruments, recorders, chimes and Boomwhackers®, and also try their hand at conducting. The upper grades' curricula focus on music's place in culture through song, opera, musical theater, and the development of American music. All students learn about music history through Composer of the Month presentations, and participate in

Christmas and Spring concerts. Enrichment opportunities include private lessons in piano, violin, and band instruments. The school has two choirs, Liturgical Choir for grades two through eight and Honors Choir for grades five through eight; string orchestra; band; bell choir; and an after-school theater program.

Physical Education

Weekly instruction is given to students in pre-K through grade eight, encouraging good sportsmanship and enabling students to learn the value of teamwork, cooperation, perseverance and respect for themselves and others. Students' fine and gross motor skills are strengthened through developmentally appropriate activities as they learn to apply rules and skills across many sports. Health and wellness concepts are integrated throughout the curriculum. The parish CYO offers a variety of extra-curricular athletic opportunities for girls and boys across age groups.

Foreign Language (Spanish)

St. Mary Magdalen is in compliance with the Blue Ribbon program's foreign language requirements. All students in kindergarten through grade eight receive weekly instruction in Spanish. Instruction includes cultural awareness, vocabulary development, listening and speaking, as well as writing and spoken communication. An Italian club is also available for interested seventh and eighth graders.

Technology/Library/Media

The goals and objectives of the technology/library and media program are rooted in the new Archdiocesan Technology initiative. The progressive inclusion of technology provides students and teachers with the tools and skills needed in this ever-changing digital age. Students in grades four to eight are equipped with 1:1 Chromebooks; students in grades pre-K to three utilize iPads. Every classroom is equipped with a SMART Board and an Apple TV. Professional development focuses on implementing Google Apps for Education and several other applications to enhance instruction. The students receive weekly computer lab instruction. Emphasis is put on internet safety and awareness. The infrastructure is equipped with safety software ensuring that students are introduced to appropriate sites and materials. Subscriptions to e-books are being employed with school-wide textbook upgrades. The Reading and Math programs are supplemented with online programs including Achieve 3000, Khan Academy, and IXL Math. The school uses My Student Progress for grade-books, report cards and home communications. The school web site is another means of communication for parent information and marketing. Google Sites connects teachers and parents with current classroom events.

The Library/Media Center provides an environment different from the traditional place of learning. Students relax in beanbag chairs to dream, to explore, and to travel through a variety of book collection genres. Chromebook stations open avenues to the World Wide Web for discovery and research. The DSLR camera and video screens empower the students to create TV cast and to explore photography.

3. Instructional Methods, Interventions, and Assessments:

The faculty at St. Mary Magdalen School recognizes that positive teaching is not the result of a single universal method, tool, or educational theory. Optimum instruction begins with the understanding that just as students are distinctive in their appearances and personalities, they are unique in their thought processes, learning styles, talents, and personal experiences. To be successful in the classroom and to facilitate learners becoming independent, productive and confident, the school community must not only see these differences, but embrace them. Although students encounter various teaching styles and learning environments as they travel from grade to grade, some qualities remain constant in every classroom at St. Mary Magdalen School. The instruction of even the youngest learners in the Early Childhood program is individualized based on developmental differences and abilities.

Standardized test scores, formal assessments, and informal assessments are utilized to plan instruction and serve as a tool to determine both strengths and weaknesses of the students. Flexible grouping and teaching strategies are influenced by this data analysis. Teachers utilize benchmark tests, chapter tests, and unit tests

to structure the methods and strategies of instruction to meet individualized needs and to improve overall school performance.

All teachers employ the differentiated instructional method, utilizing flexible grouping, as well as direct and/or individual instruction and modeling based on best practices and testing data. Teachers assess their students using diagnostic, informative, and formal methods. Technology is integrated when it emphasizes and develops skills. Support is offered to assist students before or after school. Teachers are available to parents via personal meetings, email or phone calls. Collaboration within grade levels as well as in specific departments helps to develop consistent instructional goals that meet the needs of the school community.

Lessons in all areas of the curriculum allow for individual learning styles. The ELA curriculum supports diverse levels of readers and writers, and enables teachers to recognize, to assess, and to meet the many needs of the students, offering visual, auditory, and technological components. The math curriculum allows for large group, small group and individual instruction, using tactile manipulatives, technology, and other tools to supplement instruction and to assist in mastery of concepts. Science instruction utilizes a hands-on approach, bringing students as young as kindergarten into the lab to experience abstract concepts, making them tangible, meaningful, and authentic. Social Studies instruction comes to life through the use of multimedia components of the curriculum, project-based instruction, and field trips. Spirituality is demonstrated through the Religion curriculum that includes not only Catholic history and dogma, but practical applications and projects of stewardship and acts of charity.

Even with the use of varied teaching techniques and tools, there are students who are struggling to meet, or equally exceed instructional goals. When a need for remediation in reading or writing skills is demonstrated, the resource teacher works with the classroom teachers and students on supportive and supplemental instructional strategies. In addition, the Delaware County Intermediate Unit supports the students who have more significant and identified learning challenges in reading, writing, and speech. An Instructional Support Team (IST) is formed for all students who work with the DCIU. The team consists of the DCIU staff, teachers, parents, principal, and school support teacher. Multiple IST meetings are scheduled to discuss needs, accommodations, strategies, status, and goals. For students who may be exceeding the curriculum goals, teachers develop lessons to extend learning using higher order thinking assignments. Students in grade five who meet the specific criteria may advance into an honors math track which enables them to complete the ninth grade Algebra course in grade eight. If students do not meet the Archdiocesan Honors Math criteria, but are beyond the daily lesson objectives, flexible grouping is offered to challenge and strengthen students' skills.

Weekly, students participate in STREAM activities and/or classroom activities that advocate stewardship, team building, and partnership with peers and younger students.

Extracurricular activities such as instrumental lessons, vocal, drama, arts, world language, public speaking, creative writing, enrichment courses, and sports are offered after school for students to further engage and develop their interests.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

The students at St. Mary Magdalen School are immersed in a culture where learning becomes a joy and the road to information is a well-traveled path. Nurturing teachers establish strategies relevant to grade level to access learning styles and to optimize student mastery of concepts. Spirituality is modeled, and opportunities for growth are ubiquitous. Emotional needs are anticipated, and students are well-equipped with the tools to create social networks and become capable and responsible problem solvers. The physical environment is secure, bright, cheerful, comfortable, and conducive to the educational process.

Upon arrival in the morning, a meeting to “Greet the Day” brings the school body together. Faculty and students have an opportunity to establish goals, share accomplishments, and create a positive context for the scholarly work ahead. Community prayer sets the tone for developing a sense of reverence and an understanding of the love of our God. The oration of the Pledge of Allegiance instills a commitment and awareness to our American heritage. The recitation of a student code of conduct pledge and the school rules is critical for building an intrinsic sense of discipline and personal ethics. Each student feels valued and respected as a member of a well-coordinated school society. This procedure is imperative to the mission and purpose of St. Mary Magdalen School.

The faculty is a well-integrated group of professionals for whom educating children is a calling. Every facet of instruction is approached in a developmentally appropriate way with a commitment to ensuring that each child is healthy, safe, engaged, supported, and challenged. They are committed and dedicated to assuring that every student succeeds and works to their potential. Cooperation and discussion among teachers is a positive force as the student progresses from grade to grade. The parents and students value the dedication and commitment of the faculty and staff and acknowledge their efforts throughout the year with classroom supplies, luncheons and personal gifts. The relationship of teacher and parents is of mutual respect, cooperation and partnership on behalf of each child. The Parish, School Board, Administration and Home and School groups support and help foster the efforts of the teachers. The collaborative efforts of all involved make this school an ongoing success.

2. Engaging Families and Community:

The St. Mary Magdalen School community strives to build a cooperative link between church, school, and home. Administrators, teachers, and parents are fully invested in our mission of providing responsible social participation in a nurturing Catholic environment. School tours are given to families who show an interest in attending the school. During these tours the school’s mission and academic programs are described. The pastor and principal meet with each new family to welcome them. A mentor family is assigned to each new family for support and guidance. Parents volunteer to help classes with stewardship projects throughout the school year. First and second grade students write letters of welcome to each newly baptized member of the parish community.

St. Mary Magdalen partners with parents to create an avenue for spiritual and academic advancement. Teachers are conscientious about using email and phone conferences to communicate with parents. My Student Progress, an online program, creates a more formal context in which to report academic and behavioral progress.

The Instructional Support Team (IST), which is comprised of teachers, administrators and staff from Delaware County Intermediate Unit, meets to determine strategies for students who struggle academically or behaviorally. The C.A.R.E.S. after school program is offered to working parents who need child care. This program is operated by teachers and staff, and parents are secure in the knowledge that their child is safe and well cared for in their absence.

St. Mary Magdalen is fortunate to have an extremely strong Home and School Association. The Home and School Association is responsible for seasonal parties in the classroom, and several fun events for students,

families and/or adults. St. Mary Magdalen School assures that the many volunteers that assist are in full compliance with all safety clearances before working with the students.

The school has a dedicated website and Facebook for communication and marketing purposes. The principal sends out bi-monthly newsletters and teachers utilize Google sites to stay in touch with parents. The Alumni Association is actively involved in both school and parish events. The children of many of the alumni now attend the school.

The pastor encourages the parishioners of St. Mary Magdalen to become vested in supporting the school along many different avenues. There are parishioners who act as coaches, mentors, and board members. Parishioners also contribute funds to an even broader cause known as BLOCS, which assists families with tuition assistance within our school and throughout the Archdiocese.

3. Professional Development:

St. Mary Magdalen teachers and administration recognize that learning is a lifelong journey. Continued professional education is essential to being an accomplished educator. Faculty and administration participate in professional development through a variety of resources, such as workshops provided by the Delaware County Intermediate Unit, Archdiocese of Philadelphia, and the Connelly Foundation Summer Tech Academy. Teachers attend seminars that support the curriculum and standards for all subject areas as well as workshops on topics such as cyberbullying and Google Classroom.

Professional development opportunities for individual teachers often become the catalyst for opportunities of growth and knowledge for the other faculty members and administration. Teachers serve as curriculum leaders and resources for other teachers in the building by sharing their newly gained skills and knowledge. The choices of professional development are aligned to and support the academic standards and curriculum to support the student achievement and performance.

Most teachers possess a graduate-level education and certification in the areas of early childhood, elementary, special education and/or specific core subjects. Tenured teachers act as mentors to the newly hired teachers. Method students and student-teachers from Neumann University and Cabrini College are partnered annually with teachers at St. Mary Magdalen School for field experience and mentoring. The collaborative relationship between these higher education institutions and St. Mary Magdalen School affects student achievement by keeping the teachers abreast of current best practices.

Additionally, teachers grow in faith and formation by attending Archdiocesan retreats, workshops, and seminars. All teachers are required to earn sixteen religion education credits in-order to be certified in catechetical instruction. Certification is maintained through yearly updates and course work. The administration organizes annual retreats for the faculty.

Financial support is available to support teachers to attend subject-related workshops and courses. The school also provides substitute teachers for teachers to attend workshops held during regular school hours, if appropriate to their instruction and curriculum needs.

All teachers and staff comply with safe environment regulations. The Archdiocesan Safe Environment curriculum is utilized in all grade levels through teacher instruction.

4. School Leadership:

The leadership philosophy at St. Mary Magdalen is one of collaboration in the shared responsibility of providing an outstanding religious and educational program. The pastor oversees the religious and spiritual aspects of the school as well as the financial needs of the school. The principal, as designated by the pastor, is the spiritual and academic leader of the school as well as the supervisor of the faculty, staff, and students. The principal ensures the safe and proper execution of all school programs and activities. The principal monitors the sequence, pacing and delivery of instruction to assure student progress as well as monitoring student achievement using the My Student Progress system.

Leadership is supported by the works and efforts of an eleven-member School Board of Limited Jurisdiction composed of parents, alumni, parents of alumni and parishioners. The pastor serves as an ex-officio voting member of the board. The members form committees in their areas of expertise to oversee the finances, facilities, enrollment, marketing and strategic planning for the school. The board developed a five-year strategic plan utilizing the school's mission statement as their base and focus to develop goals and objectives that are reviewed periodically. The school board works closely with the principal to determine the needs of the school for a successful program. For example, the principal and Board worked together to evaluate the status of instructional technology. As a result, financial and professional development resources were allotted to provide 1:1 Chromebooks to students in grades four through eight to enhance academic achievement.

The pastor is cognizant of the sacrifices parents make to send their children to a Catholic school. The amount of parish subsidy supporting the school keeps tuition at reasonable levels. At the direction of the pastor and the support of the board, an annual fund has been put into place to support the school. The pastor has also established a Sponsor-a-Student program that is utilized to grant aid so that every parishioner's child may attend the school without concern if they have financial hardship.

St. Mary Magdalen School was founded on the commitment to provide a faith-based education for parish children. Over the fifty-plus years of its existence, the pastors, principals, faculty and staff, and school board have striven to make the school an outstanding institution of religious and academic excellence become the reality. The school's leadership ensures that policies and programs are focused on student achievement and religious formation.

PART VI – STRATEGIES FOR ACADEMIC SUCCESS

The fundamental philosophy that is evident throughout St. Mary Magdalen School creates a context in which every student, teacher, and parent is supported in the effort towards becoming a Disciple of Jesus. The path to discipleship is described within a code of conduct based on the virtues of reverence, respect, responsibility, and unity. These attributes set the tone and direction for a strong spiritual formation, exemplary academic success, and loyal citizenship.

Those virtues are demonstrated through daily practice and actions that honor and praise God, instill and strengthen self-worth, and acknowledge and support the dignity of others. The classroom teachers develop grade/age appropriate procedures that reinforce and promote these desired outcomes.

Each morning, the school community gathers in the gymnasium for Morning Prayer, the Pledge of Allegiance, and the School Pledge. The daily reciting of the School Pledge renews that pursuit and commitment towards becoming a Disciple of Jesus by following the school's code of conduct. That code of conduct reminds everyone to make good choices, to follow directions, to be a leader, to set a good example, to tell the truth, and to demonstrate integrity.

A student can have optimum academic success in this construct. Building positive character traits of responsibility and respect for others creates an environment that allows opportunities for advancing leadership skills, making positive choices for the good of all, and exemplifying strong role models. A confident student with a sense of accomplishment and integrity is destined to fulfill potential and to achieve objectives.

After each First Friday Mass the school and parish community congratulates those students who are recognized as disciples.

The promotion of reverence, respect, responsibility, and unity creates a learning environment that is conducive to cooperation and constructive instruction, and a student body that consistently demonstrates outstanding achievement as noted on the school's standardized test scores.

Eighth grade students realize the benefits of the exemplary academic strategies offered at St. Mary Magdalen School in the reception of scholarships averaging \$575,000 per year to both Archdiocesan and private high schools. Since 1995, twenty-nine students received the Neumann Scholarship granting them a full four-year award for tuition in an Archdiocesan High School.

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? \$6414
(School budget divided by enrollment)

4. What is the average financial aid per student? \$2661

5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 42%

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

PART VIII – ASSESSMENT RESULTS FOR NORM-REFERENCED TESTS

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: Terra Nova 3 with
In View

Grade: 3

Edition/Publication Year: 2011

Publisher: McGraw Hill
CTB

**Scores are reported here
as:** NCEs

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	73
Number of students tested	28
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: Terra Nova 3 with
In View

Grade: 4

Edition/Publication Year: 2011

Publisher: McGraw Hill
CTB

**Scores are reported here
as:** NCEs

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	84
Number of students tested	36
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: Terra Nova 3 with
In View

Grade: 5

Edition/Publication Year: 2011

Publisher: McGraw Hill
CTB

**Scores are reported here
as:** NCEs

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	92
Number of students tested	39
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: Terra Nova 3 with
In View

Grade: 6

Edition/Publication Year: 2011

Publisher: McGraw Hill
CTB

**Scores are reported here
as:** NCEs

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	91
Number of students tested	35
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: Terra Nova 3 with
In View

Grade: 7

Edition/Publication Year: 2011

Publisher: McGraw Hill
CTB

**Scores are reported here
as:** NCEs

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	94
Number of students tested	31
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: Terra Nova 3 with
In View

Grade: 8

Edition/Publication Year: 2011

Publisher: McGraw Hill
CTB

**Scores are reported here
as:** NCEs

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	89
Number of students tested	33
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: Terra Nova 3 with
In View

Grade: 3

Edition/Publication Year: 2011

Publisher: McGraw Hill
CTB

**Scores are reported here
as:** NCEs

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	71
Number of students tested	28
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: Terra Nova 3 with
In View

Grade: 4

Edition/Publication Year: 2011

Publisher: McGraw Hill
CTB

**Scores are reported here
as:** NCEs

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	83
Number of students tested	36
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA

Test: Terra Nova 3 with
In View

Grade: 5

Edition/Publication Year: 2011

Publisher: McGraw Hill
CTB

**Scores are reported here
as:** NCEs

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	80
Number of students tested	39
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: Terra Nova 3 with
In View

Grade: 6

Edition/Publication Year: 2011

Publisher: McGraw Hill
CTB

**Scores are reported here
as:** NCEs

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	85
Number of students tested	35
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: Terra Nova 3 with
In View

Grade: 7

Edition/Publication Year: 2011

Publisher: McGraw Hill
CTB

**Scores are reported here
as:** NCEs

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	89
Number of students tested	31
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA

Test: Terra Nova 3 with
In View

Grade: 8

Edition/Publication Year: 2011

Publisher: McGraw Hill
CTB

**Scores are reported here
as:** NCEs

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	88
Number of students tested	33
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: