

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	10	26	36
K	14	15	29
1	24	13	37
2	18	19	37
3	15	26	41
4	24	18	42
5	15	29	44
6	19	16	35
7	25	17	42
8	15	25	40
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	179	204	383

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
 - 95 % White
 - 2 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2016 – 2017 school year: <01%

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

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2016 until the end of the 2016-2017 school year	0
(2) Number of students who transferred <i>from</i> the school after October 1, 2016 until the end of the 2016-2017 school year	1
(3) Total of all transferred students [sum of rows (1) and (2)]	1
(4) Total number of students in the school as of October 1, 2016	414
(5) Total transferred students in row (3) divided by total students in row (4)	<.01
(6) Amount in row (5) multiplied by 100	<01

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

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

7. Students eligible for free/reduced-priced meals: 0 %
Total number students who qualify: 0

8. Students receiving special education services: 0 %
0 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>2</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>0</u> Developmentally Delayed | <u>2</u> Specific Learning Disability |
| <u>0</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>1</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 16

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.	8
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	4
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 18:1

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

Required Information	2016-2017	2015-2016	2014-2015	2013-2012	2012-2013
Daily student attendance	97%	95%	97%	96%	96%
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.

Saints Peter and Paul School is a Catholic Community dedicated to academic excellence and the development of future leaders to be disciples of Christ.

PART III – SUMMARY

Saints Peter and Paul School of West Chester, Pennsylvania (SSPP), is a Catholic community dedicated to academic excellence and the development of future leaders to be disciples of Christ with hearts to love and hands to serve. For seventeen years SSPP has developed a tradition embedded with the Catholic faith; a tradition conveyed in all aspects of student academic life.

A suburban community with diverse corporations, small businesses, and vibrant neighborhoods surrounds the extensive fifteen acre campus. Most students come from two parent well-educated Catholic families of moderate income seeking to equip their children with a successful future based on a solid foundation of service, education, leadership and faith.

SSPP has reached many milestones. In the late 1990s, due to population growth, there was a great need for a parish school. A capital campaign began in 1997 and the school opened its doors in September 2001 with classes consisting of pre-kindergarten through third grade. Today, the school is a thriving community which includes two classes of each grade, pre-kindergarten through eighth grade. The first eighth grade graduation took place in 2007 followed by the first Middle States Accreditation in 2010. SSPP was the first Catholic elementary school in Chester County with a student-run TV Studio, a Board of Limited Jurisdiction (BoLJ), Advancement Director, and student-run school store affiliated with the West Chester Chamber of Commerce. The school continually empowers students for the future by providing state of the art technology. In 2002, SSPP purchased two mobile Smart Boards. Today the school has interactive Smart Boards in every classroom, including six high definition flat panels. Students in grades three through eight have one to one access to laptops. Students utilize a mobile iPad cart in all grades. In 2017 SSPP earned Middle States Reaccreditation.

The school community embodies many traditions rooted in faith and service. Students decorate a Christmas tree each year with a faith-based theme. An annual breakfast and show is provided for school volunteers, and an annual golf outing fundraiser takes place every September to support teacher enrichment.

SSPP provides excellence in education rooted in Gospel values. The expression of these values is lived every day at SSPP helping the children achieve their full potential, both intellectually and spiritually. The school staff strives to equip the students with the skills necessary to have a successful future in their community rooted in faith, service, leadership, and knowledge. Real world application and an interdisciplinary approach to teaching provide the means in accomplishing this goal.

Many strategies have been incorporated to support our fundamental focus of faith, service, leadership, and knowledge. The Prayer Buddy Program provides an opportunity to strengthen students' faith. Older students, paired with the younger students, support each other in their sacramental journey through prayer and acts of kindness. Academically, the buddies collaborate on various reading and writing activities across the curriculum, and the Walking Wednesday Program provides them with social interaction.

“Hearts to Love and Hands to Serve,” a vital part of the mission statement, stresses empathy and community outreach. Hall Mall, the school store, managed by a team of middle school students, helps the students develop real world skills. Students make product choices, develop sales and promotion strategies, staff the store, and raise money to support various charities. Every year student leaders choose a charity as the beneficiary of the proceeds. For example, Hall Mall has supported Children's Hospital of Philadelphia and the Ehlers-Danlos Society in the past.

Students develop leadership skills throughout the grades. On the Wake Up Call, the morning broadcast, students in kindergarten through fifth grade lead the Pledge of Allegiance. The TV Studio provides a daily venue for writing scripts and speaking publicly. Students of all grades share acquired knowledge on various topics and present them live on the broadcast. During Catholic Schools Week, eighth graders team teach lessons in the various grades. They collaborate with the classroom teacher to plan the lesson. During middle school recess, eighth graders volunteer to assist the pre-kindergarten teachers each day.

Students are equipped with the knowledge and skills necessary for success in high school and beyond. Students learn problem solving, cooperative learning, critical thinking, and public speaking skills while working on cross-curricular projects. Through the self-study process for Middle States, the SSPP team created a student performance goal of increasing the quality and quantity of writing skills across the curriculum with an emphasis on civic/social studies skills while integrating technology programs such as Google Classroom and NoodleTools. Each grade partakes in a cross-curricular themed unit that culminates in student presentations to the school community. The annual school Literary Magazine showcases the students' writing samples. Students see the immense value in writing when they witness their pieces published for all members of the community to enjoy. SSPP provides their graduates with a strong faith-based education entrenched in writing, public speaking, and civic awareness.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

SSPP offers a faith-based education following the Archdiocese of Philadelphia Curriculum Standards with an emphasis on real world application and interdisciplinary instruction. The rigorous curriculum along with differentiated instruction provides a foundation in preparing students to be innovative learners, problem solvers, and civic leaders enroute to their future careers.

The English Language Arts program embodies reading, writing, listening, and speaking with a cross-curricular approach. The primary grades utilize a balanced reading program aligned with Common Core. Through Journeys Common Core Reading series and Foundations, the students gain foundation skills in comprehension, oral reading fluency, phonemic awareness, decoding, and writing. Using DIBELS and benchmark assessments, teachers monitor students' progress and identify strengths and weaknesses in order to address individual needs. By third grade, developing fluency, comprehension strategies, word analysis, and increasing vocabulary become the focus. Middle school students apply foundational reading and research skills as they analyze and interpret various genres.

At SSPP the instructional staff creates strong, articulate writers encompassing all disciplines. Given the ability to co-teach via Google Classroom, teachers and students collaborate through the writing process. Pre-writing and post-writing performance assessments are administered yearly. Digital portfolios and student websites showcase students' growth. Students integrate language arts skills in the school Literary Magazine, TV studio, Hall Mall, Reading Olympics, the school musical, and writing and speaking contests.

The mathematics program utilizes a spiral curriculum ranging from number sense and operations to real world application. Students are immersed in applying conceptual understanding and critical thinking as they solve problems. Once students reach fourth grade, an Honors Math course is offered in accordance with the Archdiocese of Philadelphia requirements. In all classes differentiated learning and flexible grouping of students allow all students to succeed. Examples of real world application include the use of manipulatives in the lower levels and the creation of a classroom store. Students in grades three and four utilize hands-on money and budgeting activities. Once the students reach sixth grade, they build upon these skills to manage the operation of the school store thus gaining entrepreneurship and finance experience. The mathematics program provides the students with a solid foundation that will allow them to apply the concepts in their daily lives.

Aligned with The Next Generation Science Standards, the science program in kindergarten through grade eight focuses on real world applications. The curriculum encompasses various aspects of life, earth/space, and physical science while utilizing Full Option Science System (FOSS) Kits in the primary grades. Inquiry-based learning experiences ensure that graduates are able to solve problems and use critical thinking skills. A fully equipped science lab allows teachers to provide engaging weekly labs enabling students to experience real-world application while applying the scientific method. All grades implement STEM lessons to promote critical thinking and hands-on problem solving skills. The lower grades have FOSS Kits and complete projects such as "Selling the Solar System Real Estate" activity. The upper grades complete earthquake resistant structures, an Egg Drop Challenge, and a Rube Goldberg original invention. Sixth and eighth graders present science fairs while seventh grade students exhibit research on STEM careers. In the middle school, each student dissects a frog, a fetal pig, and a dogfish shark. The Robotics Club goes beyond the classroom by providing students with programming and coding skills.

The social studies spiral curriculum focuses on family and community in the primary grades and expands to a global perspective by the middle school years. Students read Scholastic News Magazine to learn about current events. Hands-on activities reinforce direct instruction. Students visit the Chester County Historical Society and the YMCA annually. The third grade Famous Americans presentations combine research, technology, and communication skills. The fourth grade Pennsylvania Road Trip project and the fifth grade travel brochure design project incorporate research and writing skills. Middle school students participate in the National Geography Bee and National History Day competitions. Field trips, Cultural Day, and United

Streaming videos enhance learning at all levels. Students engage in civic learning in and outside the classroom. For example, on Veterans Day the students honor veterans in the community through a prayer service, and the eighth grade students learn about community outreach by researching and volunteering at a local non-profit organization. These hands-on real world activities, combined with direct instruction, enrich the learning experience for the students.

The SSPP pre-kindergarten program focuses on the development of each student's spiritual, intellectual, social, emotional, and physical needs. Guidelines, provided by the Archdiocese of Philadelphia, form the basis of the curriculum. Students participate in many hands-on learning activities as they learn phonemic awareness, phonics, and numeral recognition/awareness. The kindergarten through third grade curriculum builds upon these foundational reading skills and basic math concepts by continuing to use Journeys, Foundations, and Handwriting Without Tears. The program incorporates physical education, library, music, and social studies. Involvement with community resources such as the local police and fire departments emphasizes civic learning.

2. Other Curriculum Areas:

The visual arts curriculum at SSPP promotes art education across four disciplines: aesthetics, art criticism, art history and art production. During a weekly lesson, a variety of art forms are explored: drawing, painting, sculpture, ceramics, printmaking, digital art, animation, and fiber art. Each student explores their own creativity and responds to the world around them. Art criticism provides the opportunity for reflection, interpretation, and analysis. Art history and aesthetics are threaded throughout the lessons introducing a multicultural perspective and the Elements of Art and Principles of Design. The program at SSPP includes art related field trips, art awards, year round display of student artwork, and a cross curricular partnership with the core subjects and related arts. Art education at SSPP introduces problem-solving, critical thinking, collaboration, and technical skills that reinforce the concept that art is an interdisciplinary subject preparing students to succeed in the 21st century world.

Through the music program, students gain an understanding of music and rhythm encompassing math, history, and language arts. The cumulative curriculum builds from year to year. During weekly lessons students in the lower grades learn the basic notes and music terms. In the middle grades, the students learn to read notes on the music staff with recorders enabling them to read music and play an instrument. Students in sixth to eighth grade learn forms and styles of music, as well as tempos, composers, and families of the orchestra. An annual musical and several performances occur throughout the year to enhance the music program. Several students in grades four through eight are invited to become members of the Archdiocesan Festival and Honors Band. A commitment to the community is shown when students perform at Wellington Nursing Home and collaboratively with the Hershey Mill Singers.

Weekly physical education classes for grades pre-kindergarten through grade eight emphasize the value of physical activity and its contribution to a healthy, active lifestyle. The students develop a sense of competition and good sportsmanship while strengthening fine and gross motor skills. The students participate in Fuel Up for 60, School Field Day, various intramural programs during recess, and Kids Fun and Fit Club.

The Rosetta Stone Foreign Language Program provides two essential needs for students in preparing them for the 21st century: foreign language instruction and distance learning. Once a week for fifty minutes the students in grades five through eight have foreign language class. They choose from fifteen different languages and engage in learning the language and culture. In addition to Rosetta Stone, students may also join the Spanish Club for additional instruction. SSPP is in compliance with the Archdiocesan requirements for foreign language.

Technology facilitates the process of gathering, curating, utilizing information, and creating products that illustrate and extend understanding of information. Students in kindergarten through eighth grade receive weekly technology instruction from a full-time technology teacher. Beginning in kindergarten, students learn basic computer competencies, keyboarding, and manipulation skills. Throughout their educational journey, students acquire necessary skills in digital citizenship, word processing, research, spreadsheets and

databases, multimedia, illustration, and web design to succeed in high school and beyond. The technology curriculum crosses over into many content areas as the students complete projects and activities with real world applications such as creating a budget and designing a room, creating a real estate flyer, turning a poem into an iMovie, and preparing daily school broadcasts for the TV Studio.

SSPP is committed to providing an authentic Catholic elementary school experience where students have the opportunity to mature into the best possible version of themselves. Religion classes provide a God-centered environment that guides students to know, witness, proclaim and share their faith. Using a spiral curriculum, students not only learn scripture, Catholic doctrine, traditions, and the Church's social teaching through direct instruction, they also demonstrate understanding using a multidisciplinary approach. Third graders use their communication skills to visit a senior community and share Halloween activities, and eighth graders write and perform an "Advent Rap" to share on the school's daily Wake-Up call. Seventh graders use art as a vehicle to make saint pennants that reinforce models of our faith and sixth graders use music to learn about the Church patriarchs. SSPP's approach to understanding the Catholic faith allows students to grow into faith-filled adults.

3. Instructional Methods, Interventions, and Assessments:

Teachers in pre-kindergarten to grade eight, dedicated to maintaining excellence and high levels of achievement in curriculum areas, employ various instructional methods, interventions, and assessments to meet the diverse needs of each individual student. Since early screening and intervention are critical to meeting the needs of our students, SSPP employs both a reading support (K-4) and a learning support teacher (4-8) to provide interventions and small group instruction in addition to the Chester County Intermediate Unit Nonpublic Support Services (CCIU). Prior to the beginning of school, the pre-kindergarten, kindergarten teachers, and the CCIU staff administer a Kindergarten Screening to students enrolled in the kindergarten program to place the students into heterogeneous classes. The CCIU speech and language therapist also administers a Speech and Language Screening. A diagnostic evaluation may follow. Qualified students receive instruction with the speech and language therapist until all benchmarks are met. The reading support and classroom teachers also administer the Dynamic Indicator of Basic Early Literacy Skills Next (DIBELS Next) to students in kindergarten through grade six. Support services are recommended for any student who falls below a benchmark. In addition, a peer tutoring program called Study Buddies was developed in which eighth grade students tutor students in grades kindergarten through third grade. All of these screenings ensure that the school meets the needs of each individual child and that early intervention can take place.

Students take the TerraNova, Third Edition assessments in kindergarten through eighth grade. Scores are used to focus on areas of instruction and placement for math in order to maintain the high level of student achievement. TerraNova3 results and teacher recommendations determine Honors Math placement in fourth grade through eighth grade. Students who need extra support work with a CCIU mathematics specialist up to twice per week in a pull in or push out program.

After analyzing TerraNova3 scores, social studies and writing goals have been established to increase student performance. Teachers in kindergarten through grade eight administer a pre and post writing performance assessment at the beginning and end of each year and analyze the results to guide instruction in writing. Teachers utilize a variety of instructional methods on a daily basis to meet the needs of students. For example, teachers utilize Newsela and Think Central to support the varying reading levels. The staff of SSPP believes that every child is unique in the way they learn and stresses the importance of meeting the needs of visual, auditory, and kinesthetic learners. The annual Science Fair and the Cultural Fair encompass all learning styles. In the fall, the middle school students begin their journey through the scientific method. Students spend several months researching, collaborating, discovering, and analyzing self-constructed hypotheses. The students present the results and final project to the church community.

Through the Middle States Reaccreditation, the Social Studies team realized the need for increased global and cultural awareness leading to the formation of the Cultural Fair. Students collaborate and research a country with their "Buddies," established through the Prayer Buddy Program to create a presentation for the school community. The students decide the presentation style which can encompass the school TV Studio,

iPads, or other art forms. These activities ensure high levels of student learning and achievement while improving the skills of students performing below and above grade level.

When students need extra support in the classroom, the teacher implements strategies within the classroom and discusses them with the parents. In addition, the school reading support and/or the learning support teacher use a Response to Intervention (RTI) model to help the student. If further support is needed, an Instructional Support Team (IST) meeting takes place involving the teacher, parents, principal, and CCIU support staff. If it is determined that the student should be recommended for services, the evaluation process begins. Based on the evaluation, an Individualized Education Plan (IEP) developed by the public school will be followed. The CCIU reading specialist may provide services twice per week for more intensive skill development.

To maintain high levels of achievement and equip the students with skills necessary to secure a successful future in their community rooted in faith, service, leadership, and knowledge, SSPP continues to update and revise the action plan created through the Middle States Reaccreditation process.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

The school's dedicated faculty strives to fulfill its school mission with "Hearts to Love and Hands to Serve" by providing a safe, nurturing environment permeated with respect, responsibility, and trust. Teachers and parents encourage students to achieve excellence in standards across all areas of curriculum. Rigorous academic classes coupled with art, music, and physical education as well as extracurricular clubs such as the Hall Mall and TV Studio provide the foundation for future success and leadership.

Students begin each day with the principal greeting them as they enter the school and teachers warmly welcoming them into the classrooms. The principal continues to be accessible throughout the day being present in the cafeteria for all lunch periods. Small class size and the fifth through eighth grade Mentor Program encourage strong student-teacher relationships. These relationships further develop as eighth graders collaborate with teachers in grades kindergarten through seventh grade to create lessons that they teach during Catholic Schools Week. The Prayer Buddy Program, eighth grade Hands Helping Hands program in pre-kindergarten, intramurals, and guidance lessons provided by the CCIU guidance counselor foster students' social and emotional development.

Students grow academically and socially through participation in Reading Olympics, Student Council, the school spelling bee, the National Geography Bee, Cultural Fair, essay contests, and the school musical. Throughout each day teachers encourage students to practice Christ-like behavior in their social interactions as they build respect for one another. Students participate in school liturgies, daily prayers on the morning broadcast, raising and lowering of the flag by the scouts, and student-led tours of the school. Student council promotes leadership and school spirit by running school-wide service projects.

The faculty at SSPP is blessed to have the strong support of the principal and the Home and School Association. The principal encourages the teachers to work closely with each other and the families in the school community in order to build strong working relationships. Many programs have been financially supported by the Home and School Association such as Reading Olympics, Drug Abuse Resistance Education (DARE), the school musical, the junior high dissection labs, technology program and infrastructure of the school. The faculty has also benefited from the support of these organizations. The Home and School Association provides an annual faculty appreciation luncheon, holiday bonuses, and gift cards for classroom supplies. The annual Monsignor Foley Golf Outing supports teachers by giving 100% of the proceeds to teacher enrichment, which allows them the opportunity to further advance their education.

2. Engaging Families and Community:

A welcoming, happy, feeling envelops visitors as they enter SSPP. As a faith-based community, the school strives to foster academic growth and spiritual maturity in an atmosphere of family. The faculty, acknowledging that the parent is the primary influence in a child's life, reinforces and enhances Catholic values. Parents are regularly informed and invited to parish and school happenings. The pastor's Tuesday parish e-mail, Sunday Parish Bulletin, Board of Limited Jurisdiction (BoLJ) Town Hall Meetings, principal and teacher daily Google site updates, the twice monthly school newsletter (Crusader Times), OptionC online grading program, the school's Facebook page, the twice weekly kindergarten Constant Contact emails, and parent conferences keep all stakeholders informed and involved.

The strong partnership between family and school community is vital to the success of the school and its students. School stakeholders complete the School Improvement Survey at the end of each year which exemplifies the school's commitment to excellence. Families have the opportunity for their child to participate in C.A.R.E.S. (Children are Receiving Extended Services) before and after school. The school provides a uniform exchange and a student-run homework club (Study Buddies). New families are assigned to a current family to provide support and welcome them into the school community. Parents are part of numerous committees such as the membership, facilities, development, marketing, and enrollment.

Families participate in Family Fun Day, ice skating, and Movie Night. At the end of each year, volunteers attend a breakfast with student entertainment to acknowledge their hard work.

Within the school the students participate in a variety of activities such as CYO sports, a Parent Job Day for the pre-kindergarten, a fifth grade DARE program, Bingo Night, Parent Volunteer Breakfast, and school dances. Students monitor their academic progress in a variety of ways. Graded assignments are shared with the parents, and OptionC allows parents and students to access grades.

Productively reaching out to the community is an important aspect of the mission. Outreach programs are offered across the grades. Students partake in a MiniTHON, donate Christmas stockings to a senior community, make casseroles for Saint Agnes Day Room, donate crayons for The Crayon Initiative, and sing patriotic songs to honor local veterans. Parents also volunteer and share their career experiences with the students. Graduates continually state the SSPP community is their second family and the relationships they formed at school will last a lifetime.

3. Professional Development:

Professional development, a continuous and lifelong process, enables teacher and student improvement while fostering excellence in education. At SSPP a yearly fundraiser is dedicated to teacher enrichment. This fund provides opportunities for administration and teachers to attend conferences, workshops, and graduate classes to better meet the needs of the students. Forty percent of the faculty have graduate degrees and seventy-five percent of the teachers have been at SSPP for at least five years.

The principal, while collaborating with the faculty and curriculum coordinators, procures professional development from the CCIU, the Archdiocese of Philadelphia, or various textbook publishers. The National Catholic Educational Association (NCEA) provides various webinars designed to expand the knowledge of subject matter and various strategies to differentiate instruction. Teachers understand the importance of professional development in staying current with educational trends. Professional development activities give teachers the ability to delve deeply into their subject matter. Time is devoted to collaborative planning; faculty meetings, before and after school discussions, and instructional support teams foster academic achievement.

Saints Peter and Paul School's principal and faculty look to analyze TerraNova3 data yearly in order to focus on the needs and the successes of the school programs. The Archdiocese of Philadelphia provides professional development to the principal and faculty for instruction on how to use the online TerraNova3 data to its fullest potential. Self study of data helps faculty determine areas of success or improvement for themselves and their students. The principal analyzes longitudinal studies of each grade and plans summer workshops for teachers to revise their practice.

Saints Peter and Paul School hired a new technology coach who professionally develops the faculty to reach the International Standards for Technology in Education (ISTE) for teachers and students. As a G Suite school, all teachers integrate technology across the curriculum. Many teachers attend the Summer Tech Academy sponsored by the Archdiocese of Philadelphia and the Connelly Foundation to enhance their knowledge and application in the classroom. Within curriculum meetings, teachers educate each other and collaborate about new ideas that enhance learning across the grades. Teachers also attend professional organization meetings as well as conferences.

The efforts put forth in professional development are key to the continued success of Saints Peter and Paul School. The faculty is committed to staying current with technology and teaching techniques in order to provide the students with the best opportunities to succeed in high school and beyond.

4. School Leadership:

In 2012, a Board of Limited Jurisdiction (BoLJ) was formed to become the governing body of SSPP. Comprised of fifteen members including an ex-officio, fully participating voting pastor and a non-voting principal, the innovative and collaborative Board ensures the sustainability of the school. The experienced

pastor is the spiritual and financial leader of the parish and school, while the principal, an outstanding educational leader with thirty-four years of teaching experience and sixteen years as a principal of the school, supervises the faculty and staff on a daily basis.

The BoLJ members serve on committees that require expertise in finance, business, marketing, public relations, law, facilities and other skills that objectively lead the school in using best practices. The Board fosters the highest possible standard of academic and religious education for students and works to promote and advance the mission of the school. An Annual Fund to support school revenue shows commitment to the growth of the school and looks to narrow the gap between tuition and actual operating expenses.

The pastor actively promotes the school to the parish community. The principal and the pastor work collaboratively to ensure that the spiritual needs of the students are met. The pastor is dedicated to bringing Christ to the students. Monthly school Masses allow the students to participate in the greatest form of prayer. The pastor is a visible presence in the classrooms; he attends many school events and meetings. The actions and words of the pastor exemplify his dedication to the faith formation of faculty, students, and parents.

The principal embraces working collaboratively with all stakeholders to create an environment of excellence rooted in faith. Administration is readily accessible and keeps the parents informed through Home and School Association meetings, OptionC announcements, daily updates on her Google site, and the Crusader Times. The principal works cooperatively with the teachers throughout the year posting daily announcements on OptionC and weekly memos. As the spiritual leader, the principal fosters the Catholic identity of the school, emphasizes the importance of prayers throughout the day, and ensures that all teachers fulfill required religion credits. This administrator provides constant support and encouragement as the community strives to fulfill the school's mission.

Together, the principal, pastor, and BoLJ's philosophy is to ensure a program of academic excellence that develops future leaders to be disciples of Christ with hearts to love and hands to serve. They are dedicated to the day-to-day operations and long term success and viability of SSPP.

PART VI – STRATEGIES FOR ACADEMIC SUCCESS

A desire to learn is ignited when students bring to life, inside and outside the classroom, the skills learned across the curriculum. To prepare students with practical application to the real world, SSPP opened the highly successful student operated store, Hall Mall, and a state of the art TV Studio.

The goals of Hall Mall include choosing highly sought after consumer based products, developing sales and promotion strategies, staffing the store, and raising money to support charities. Student entrepreneurs oversee the \$4000 per year earnings. One of the parents, a successful businesswoman, partners with a teacher to aid the students as they strengthen their math, public speaking, writing, and social studies skills through collaboration, decision making, and problem solving. The students witness the results of their hard work when supporting a charity of their choice. Students operate the store each day. Students have also participated in the Social Innovation Series hosted by SAP America, Inc. and Ad Venture Capital. Students competed in a head-to-head pitch competition for health and wellness ideas. SSPP students pitched the idea of a refillable water station to replace a drinking fountain and won \$1000. The water station is currently used by all students, and the Hall Mall sells water bottles for the station.

The students create commercials for the store that are broadcast live on the student led TV Studio. An increase in self confidence, gained from successfully managing a business, is instilled in the students of SSPP when they enter the workforce as adults. Students will have the experience and confidence to extend their knowledge of entrepreneurship in their careers.

Through participation in the TV Studio production staff, students teach and learn while gaining real world experience. The morning news program, daily prayers, and the closing program are broadcast with a rotating team of students. The students view the broadcast on SmartBoards or Flat Panels in every classroom. The production staff strengthens skills such as script writing, editing, research, and engaging an audience. Cooperating and collaborating to solve last minute hurdles are skills instrumental to success. Students from all grades are given the opportunity to hone their public speaking skills which strengthens fluency and oral communication.

Graduates of SSPP are equipped with the skills necessary to have a successful future in their community rooted in faith, service, leadership, and knowledge. SSPP accomplishes these goals through real world applications and an interdisciplinary approach as exemplified in Hall Mall and TV Studio.

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? \$4595
(School budget divided by enrollment)

4. What is the average financial aid per student? \$1184

5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 26%

6. What percentage of the student body receives scholarship assistance, including tuition reduction? 90%

PART VIII – ASSESSMENT RESULTS FOR NORM-REFERENCED TESTS

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: TerraNova3 with
InView

Grade: 3

Edition/Publication Year: 2010

Publisher: CTB/McGraw-
Hill

**Scores are reported here
as:** Percentiles

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	91
Number of students tested	47
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 with
InView

Grade: 4

Edition/Publication Year: 2010

Publisher: CTB/McGraw-
Hill

**Scores are reported here
as:** Percentiles

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	87
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 with
InView

Grade: 5

Edition/Publication Year: 2010

Publisher: CTB/McGraw-
Hill

**Scores are reported here
as:** Percentiles

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	90
Number of students tested	45
Percent of total students tested	96
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 with
InView

Grade: 6

Edition/Publication Year: 2010

Publisher: CTB/McGraw-
Hill

**Scores are reported here
as:** Percentiles

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	92
Number of students tested	45
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 with
InView

Grade: 7

Edition/Publication Year: 2010

Publisher: CTB/McGraw-
Hill

**Scores are reported here
as:** Percentiles

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: TerraNova3 with
InView

Grade: 8

Edition/Publication Year: 2010

Publisher: CTB/McGraw-
Hill

**Scores are reported here
as:** Percentiles

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	93
Number of students tested	35
Percent of total students tested	97
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 with
InView

Grade: 3

Edition/Publication Year: 2010

Publisher: CTB/McGraw-
Hill

**Scores are reported here
as:** Percentiles

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	78
Number of students tested	47
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 with
InView

Grade: 4

Edition/Publication Year: 2010

Publisher: CTB/McGraw-
Hill

**Scores are reported here
as:** Percentiles

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	80
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 with
InView

Grade: 5

Edition/Publication Year: 2010

Publisher: CTB/McGraw-
Hill

**Scores are reported here
as:** Percentiles

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	79
Number of students tested	45
Percent of total students tested	96
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 with
InView

Grade: 6

Edition/Publication Year: 2010

Publisher: CTB/McGraw-
Hill

**Scores are reported here
as:** Percentiles

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	88
Number of students tested	45
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 with
InView

Grade: 7

Edition/Publication Year: 2010

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	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: TerraNova3 with
InView

Grade: 8

Edition/Publication Year: 2010

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	35
Percent of total students tested	97
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: