

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	30	22	52
K	23	28	51
1	17	24	41
2	15	23	38
3	17	24	41
4	18	20	38
5	24	25	49
6	15	20	35
7	16	19	35
8	11	24	35
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	186	229	415

4. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 1 % Asian
 - 0 % Black or African American
 - 0 % Hispanic or Latino
 - 1 % Native Hawaiian or Other Pacific Islander
 - 94 % White
 - 3 % Two or more races
 - 100 % Total**

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

5. Student turnover, or mobility rate, during the 2016 – 2017 school year: <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	2
(3) Total of all transferred students [sum of rows (1) and (2)]	2
(4) Total number of students in the school as of October 1, 2016	381
(5) Total transferred students in row (3) divided by total students in row (4)	<.01
(6) Amount in row (5) multiplied by 100	<01

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

English Language Learners (ELL) in the school: 0 %
0 Total number ELL

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

8. Students receiving special education services: 6 %
24 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>3</u> Autism | <u>4</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>0</u> Other Health Impaired |
| <u>0</u> Developmentally Delayed | <u>8</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>9</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.	3
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	5

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 20:1

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

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

Form Catholic leaders through academic excellence, personal discipline, and Christian service.

PART III – SUMMARY

In January, 2012, the Archdiocese of Philadelphia announced Assumption BVM School in Feasterville, PA would merge with St. Bede the Venerable School in Holland, PA to form a new Regional Catholic School. The newly formed school, Saint Katharine Drexel Regional Catholic School (SKD), is an elementary school located on the campus of St. Bede the Venerable Parish in Holland. The school resides within the Council Rock School District of Northampton Township, Bucks County, PA, but also serves students in the Neshaminy, Bensalem, and Centennial public school districts.

SKD is a faith-based educational community of 415 students from pre-K through eighth grade. Demographically, SKD families and students form a generally upper-socioeconomic but culturally diverse community. Outside of the school building, the 25 acre campus includes lighted soccer fields, baseball fields, basketball hoops, a track, and separate playgrounds for primary grades and kindergarten students. The campus also includes a separate pre-kindergarten facility and playground.

The mission of SKD is to form Catholic leaders through academic excellence, personal discipline, and Christian service. The SKD curriculum challenges students to become 21st century learners and empowers them to reach their maximum potential personally, academically, emotionally, socially, and spiritually. The school's gymnasium, art and science center, state-of-the-art media center, TV production studio, and resource library, as well as its physical attachment to the parish's main church and auxiliary chapel, allow the SKD faculty to promote creativity, problem solving, hands-on learning, and spiritual development.

The faculty of SKD school challenges students to develop problem solving and critical thinking skills through the extensive use of differentiated instruction which has a profound effect on student achievement. An Honors Math program is available to students in grades four through eight. Classroom practices adhere to the Archdiocesan and Common Core Curriculum standards and utilize a 1:1 student device initiative, a critical tool for teaching and learning. SKD meets or exceeds Blue Ribbon standards as evidenced by the school's Terra Nova math and reading scores. The 2016 graduating class earned more than \$250,000 in academic scholarships. Students in various grades have received local recognition for participation in many academic competitions.

Students are given multiple opportunities for participation in community outreach. Sixth grade students are required to perform twenty hours of community service as part of their sacramental preparation. The entire school community supports Dollar Dress Down days, Catholic Social Services, Legacy of Life, the stocking of parish food pantries, cancer research foundations, and various other local charities. These efforts help to support families in need of assistance, therefore strengthening the bond between school and community. The school has incorporated a "Random Acts of Kindness" program in which students and teachers recognize and celebrate each other, and it issues a monthly Catholic Leader award to recognize students who have demonstrated the specific virtue being celebrated that month. Also on a monthly basis, the school gathers as a community for prayer, to offer special intentions for those in need, and to celebrate the birthdays of students during that month.

SKD school works diligently to provide co-curricular and extracurricular activities that aid in preparing students for a diverse global society. Among these programs is the National Junior Honor Society, which provides the highest achieving students the opportunity to grow academically to prepare them for success in high school. The SKD fine arts program includes the SKD choir and school band, as well as weekly music and art classes to students in Pre-K through grade eight. Other school programs include Student Council, Sciatholon, Reading Olympics, foreign language instruction, a digital literacy class, and STEM competition. After school opportunities include Irish dance, golf, art, robotics, coding, and cooking, as well as participation in various athletic leagues. These programs provide opportunities for students to have fun and foster social development.

SKD believes education is a collaborative effort among parents, teachers, and students. Through consistent and on-going communication with parents, the school's teachers strive to know each student individually and make learning meaningful for them. They foster individualized instruction which is informed by the

analysis and review of student data, and the adjustment of instruction to challenge and support each student. Teachers work cooperatively and collaboratively with remedial staff to plan lessons that meet the needs of all students. Teachers are always pursuing professional development opportunities that allow them to learn new strategies to increase academic rigor and student success.

At SKD, students thrive in a calm and secure learning environment with clear and consistent expectations. The staff, the academic program, school events and activities, and the partnership with parents are all focused on helping students develop in all areas of their lives, so that they are prepared to thrive today and to excel tomorrow in an ever-changing global society. Living the gospel values of Jesus Christ, through word and action, will enable students to become future Catholic leaders.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

SKD's curriculum is aligned with the Common Core Curriculum standards and the Archdiocesan guidelines which reflect the school's mission of promoting academic excellence. The curriculum incorporates priorities, objectives, and goals that are based on clearly defined expectations for all students.

SKD's English Language Arts (ELA) program encompasses phonics, reading, comprehension, writing, grammar, spelling, and essential listening and speaking skills. Students analyze, synthesize, and evaluate reading in all subject areas. Each student's needs are addressed by differentiated and small group instruction. ELA provides students with skills that foster critical thinking, reasoning, study skills, and problem solving. The curriculum presents explicit systematic high quality instruction through the use of the Ellin Keene Literacy Studio model. High impact strategies like close reading, annotating, communicating and discussing learning goals, and building lessons that align to essential questions are best practices at SKD. The expectation is to produce coherent work, and to practice and refine the ability to explain ideas to others. Teachers monitor students' progress and mastery with the use of formative and summative assessments, standardized and teacher constructed tests, writing portfolios, presentations, role-playing, and technology-based assessments. Students identified by the Instructional Support Team as needing more academic assistance may utilize remedial services.

SKD's Mathematics curriculum content includes operations, numeration and order, patterns, functions and algebra, data and chance measurement, frames and geometry, estimation and number sense, mental arithmetic skills, and problem solving. Topics are first introduced using manipulatives and more closely examined in verbal, pictorial, symbolic and abstract ways. Each grade level implements the compilation of math portfolios and encourages students to participate in off-site mathematical competitions. High impact strategies such as differentiated instruction, analyzing and annotating math tasks, scaffolding and small group instruction are best practices at SKD, therefore capitalizing on the STEM perspective. Through a comprehensive assessment system that includes projects, math challenges, tests, quizzes, and informal and performance assessments, students who are in need of remedial or enrichment services are identified. Students in grades four through eight meeting academic criteria are given the opportunity to participate in an Honors Math program.

SKD's Science curriculum follows the Next Generation Science Standards and strives to foster the active engagement of students and the development of scientific literacy. Students learn to observe, predict, infer, model, interpret data, and analyze results through a content rich and hands-on learning experience that includes the use of the science lab. Students receive instruction in a whole group setting and are then released to practice and investigate topics through experiments and trials using a variety of materials in the fully equipped science lab. The Science Dimensions Program provides an authentic approach to increase student achievement in science and engineering. Experience based projects, cooperative learning, guided discovery, and technology are all used to help students discover the topics of earth, space, life science, physics, and chemistry. SKD students are provided a STEM design challenge that encourages students to work collaboratively in four person teams to create a project using K'Nex building toys. Each team must answer a narrative question, create a blueprint, build a structure, and present a short presentation. SKD is privileged to be a Schoolyard Wildlife Habitat certified by the National Wildlife Federation. Students learn how to sustain and support local wildlife on school grounds while providing an outdoor classroom for learning across the curriculum.

SKD's Social Studies curriculum seeks to lay the foundation for global citizenship. Students acquire a greater understanding of different cultures as they study one's self, the community, and the world. Content is introduced through project-based assignments, which empower students to become respectful and responsible citizens. Integrating rich content, video streaming, and interactive lessons stimulate a better understanding of historical events, as well as a greater respect for the history and culture of the nation. The content is also explored through examining primary and secondary sources, field trips to local historical sites, engineering lessons on design, and community writing projects. The "Patriot's Pen" writing

competition is held annually integrating writing into the curriculum. Lessons target responsibilities as a member of the school and community, world cultures, Pennsylvania history and citizenship, and the effects of a multicultural world on the past and present United States. To enhance the importance of citizenship and service, the school's annual "Veterans Day" celebration acknowledges the dedication and service of members of the armed forces in the SKD school community.

SKD's Pre-Kindergarten programs for children ages three and four began in September of 2016. The programs follow the Early Childhood curriculum designed by the Archdiocese of Philadelphia. They consist of Reading Readiness, Fine Motor Development, Music and Movement, Social Studies, Math Readiness, Gross Motor Development, Religion, and STEM activities. Weekly instruction in Digital Literacy, Physical Education, Spanish, and Music enhance the curriculum. In a safe, caring, learning environment, using concrete and hands-on experiences, discovery learning is utilized. Through developmentally appropriate and multi-sensory activities, children are prepared spiritually, academically, emotionally, and socially for success in future grades.

2. Other Curriculum Areas:

Religion is the heart and soul of SKD. Prayers are led by the student leadership team over the school PA system at the start and close of each school day. The school community prays together for special intentions of the school, church, and community. Teachers instill Catholic faith and values using the curriculum set by the Archdiocese of Philadelphia in every subject area daily in grades Pre-K through grade eight. First Friday Mass, weekly instruction from priests and seminarians, Stations of the Cross, Carol Night, Passion Play, Vocation Day, Walk for Life, and Forty Hours devotion are all ways the SKD community celebrates its Catholic identity.

SKD's Art curriculum includes drawing, painting, sculpting, and photography that incorporates portraits, still life, and landscapes. Students in kindergarten through grade eight are introduced to elements and principles of design, color theory, and traditional mediums using demonstration based art projects during their weekly art class. All students receive a monthly mini lecture and short video on artists spanning different time periods, cultures, religions, styles and advances in technology throughout art's history. Students in all grades are assessed based on effort, aesthetic value, and a final product. Additionally, students in grades four through eight participate in one Google Classroom assessment per trimester that focuses on highlighted artists, art vocabulary, and art history.

SKD's Music curriculum is based on the Nine Standards for Music Education. All students in Pre-K through grade eight receive a weekly general music class with a certified music teacher. The curriculum engages students through the progression of music-making skills, music theory skills, listening and responding to music, creative activities, and exposure to various musical styles and genres. Interested students in grades three through eight are encouraged to audition for the SKD concert choir and participate in instrumental music instruction. The instrumental performing groups include two levels of band, jazz band, percussion ensemble, and drumline. All musicians perform for numerous events both on and off campus.

SKD's Physical Education and Health curriculum for students in Pre-K through grade eight emphasizes the importance of cooperation, teamwork, persistence, sportsmanship, and goal setting. During weekly classes, students' fine and gross motor skills are sharpened through developmental activities that are age appropriate. Students also participate in discussions about healthy eating and positive lifestyle choices. Fifth grade students participate in the Drug and Alcohol Resistance Education Program (DARE), a substance abuse prevention education program that encourages drug free, alcohol free, and violence free lives.

SKD's Digital Literacy curriculum is aligned with the International Society for Technology in Education standards (ISTE). Digital literacy instruction is provided weekly for students Pre-K through grade eight in a new Media Center. The standards and assessments are matched across grade levels. Vertical alignment is ensured by incorporating technology into all subject areas. The implementation of a 1:1 learning environment, where each student in grades one through eight has his/her own device, makes this possible. Through platforms such as Google Classroom, students have the ability to interact with teachers.

Presentations include Google Slides, Drawings, and a weekly news program that offer a wide variety of opportunities for students to use critical thinking, creativity, and productive communication. Using real world problems to explore the route to possible answers through internet research leads to the development of theories and the appreciation for alternative methods or points of view that expand students' knowledge base of the world. Under the supervision of a media specialist, all students are provided with introduction to books, magazines, and other literature. Students learn how to identify and select appropriate print and electronic resources.

SKD is in compliance with the program's foreign language requirements. SKD's Foreign Language curriculum implements the American Council on the Teaching of Foreign Languages Standards (ACTFL) and is offered weekly to students in Pre-K through grade eight. The program encourages students to gain knowledge and understanding of the Spanish language and acquire information in order to use the language to function in academic and career-related situations. Students develop insight into the Spanish language and culture in order to interact with cultural competence and participate in multilingual communities at home and around the world.

3. Instructional Methods, Interventions, and Assessments:

The faculty and staff of SKD school are committed to creating a positive, supportive learning environment for all students. SKD recognizes that each child has unique gifts and needs. Academic programs are chosen based on the structure in assisting and challenging students to achieve their full potential. The uniqueness of each student is nurtured through a variety of instructional methods which include large and small group instruction, cross curricular units, multi-age experiences, the use of manipulative objects, and cooperative learning opportunities. Through differentiated instruction, flexible grouping, as well as varied assessments, learners of all levels become critical thinkers and part of an enthusiastic community of learners.

Standardized test results along with other assessments are analyzed and discussed among the faculty and administration. Areas for improvement are identified across all curriculum areas and school-wide action plans are implemented in order to increase student performance and achievement. Through Catapult Learning, students in grades one through eight are offered remedial instruction in reading and math, speech therapy, and counseling and testing services. An Instructional Support Team (IST) identifies students who are not performing at expected levels and may require additional support. The IST consists of teachers from different grade levels, administration, and Catapult personnel. The team meets regularly throughout the school year to discuss and evaluate students at risk.

To maintain high levels of achievement, SKD offers an Honors program in the area of Mathematics for grades four through eight where enrichment and extension exceed the required grade level curriculum. Intellectually stimulating activities are provided to those students in need of enrichment or extension at every grade level. SKD implemented a 1:1 technology program that allows teachers to constantly develop ways to engage students with technology during instruction. Teachers in grades three through eight utilize Google Classroom as a communication tool with students. Within this online classroom, students are able to participate in webquests and flipped classrooms. This instruction allows teachers to delve into the discussion and to promote critical thinking in their lesson along with supporting students with specific and individual needs.

Project-based learning is a key strategy for instruction at SKD. Teachers provide specific, clear instruction, utilize rubrics, and establish group roles to ensure engagement for all students. An example of project-based learning includes an annual STEM competition where students compete in teams in the design and construction of an amusement ride using K'Nex. Upon completion of a judge's analysis, students then advance to the local competition.

All assessments and teacher resources are aligned with the Common Core Standards and Archdiocesan guidelines and reflect the school's mission of promoting academic excellence. Teachers utilize both formative and summative assessments to determine the needs of individual students, especially those having academic difficulty and those who could benefit from enrichment. Formative assessments include, but are not limited to, technology-based assessments, exit tickets, portfolios, and daily maintenance. Summative

assessments include free-response questions, evidence and analysis, short answer, and essay. This comprehensive assessment process guides instruction, improves learning, and raises student achievement. SKD uses Terra Nova standardized testing administered in March. Faculty members review testing results and collaborate to analyze data and plan enrichment and/or support strategies for each student. Parents receive feedback through work samples, report cards, and parent-teacher conferences. School-wide data presentations are conducted each spring. This comprehensive process creates confidence and reinforces the school-home partnership thus fostering student achievement.

Continuous monitoring of curriculum, instruction, and intervention programs ensures high achievement. SKD is committed to professional learning communities (PLCs) and the belief that they impact student achievement and teacher growth. A PLC underlines the institutionalization of a focus on continuous improvement in student learning and staff performance. Working in collaborative PLC teams, teachers strive to ensure that all students master essential learning. Faculty members analyze student performance, examine their own professional instruction, and plan remediation and enrichment. Essential to the process is a commitment to 3 Big Ideas fundamental to PLCs: ensuring all students learn, establishing a culture of collaboration, and focusing on results. These fundamental concepts ground all work, leading to sound data-based decision making to ensure the success of all SKD students.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

SKD strives to help students find a sense of belonging so they can be academically, socially, and spiritually successful. SKD school engages and motivates students by providing a positive and stimulating learning environment where they can grow at their own pace. The faculty and staff work to develop each student with a strong education, a clear respect for self and others, a commitment to personal growth, a willingness to serve those in need, and a strong faith and relationship with God. Administration, teachers, and staff work cooperatively to exemplify their Catholic faith by being positive role models both in and out of the classroom. Catholic Leader Awards, Effort Awards, Random Acts of Kindness, Community Homeroom, and First Friday Mass all create an atmosphere of mutual respect, a sense of reverence, and a spirit of cooperation among students, faculty, and staff.

The SKD community supports the academic, social, and emotional growth of each student. Teachers prioritize critical thinking, problem solving, and the application of logic. Students are encouraged to question, reason, investigate, and create. Students develop a love of learning through participation in extracurricular activities such as Reading Olympics, Science Club, Band, Choir, Student Council, and National Junior Honor Society. Leadership skills are developed as students have the opportunity to organize and implement projects within the various clubs. Such student involvement creates a sense of school pride and has a positive impact on the entire school community. Students are encouraged to view themselves as unique individuals created in the image and likeness of God.

The administration and parents have a great deal of appreciation for the effort of the faculty and have extreme confidence in their abilities. This is demonstrated by acknowledgement of the faculty at school masses, as well as luncheons, monetary donations for classroom materials, holiday gifts, and verbal and written expressions of gratitude. The faculty is encouraged to attend professional development classes and seminars, with the cost being assumed by the school. When teachers discover resources that will enhance their classroom instruction, the school supports and invests in those materials. Teachers know they have the support of the administration when difficult discussions need to occur with students and their families.

2. Engaging Families and Community:

The key to successful student growth is the relationships formed among the faculty, administration, parents, and community members of SKD. SKD has a vibrant partnership with parents, stakeholders, and community members. The input of families is vital to the overall success of the school. All families are invited and encouraged to join the Parent Association. The Parent Association provides school functions that are enjoyed by both children and parents, such as Father/Son Night and the Father/Daughter Dance. Various fundraising events such as the Annual Golf Outing and Gala provide funds for capital endeavors benefiting SKD. Parents are invited to assist within the classroom during special themed projects throughout the school year.

Consistent communication occurs as parents are informed of important dates and upcoming events through the principal's weekly newsletter, the school's website, and other social media networks. Teachers communicate with parents on a regular basis regarding specific student needs along with making weekly "good news" calls to alert parents of student achievement and success. Easy access to grade level information is provided through classroom webpages where parents can review classroom goals, daily homework, and upcoming classroom events. Parents have access to their children's grades through the school's student information system My Students Progress. Progress Reports, report cards, and informal and formal conferences contribute to the parent/teacher connection.

The community is invited and welcomed to SKD for Open Houses, school celebrations, masses, and assemblies, including Veteran's Day, Vocation Day, and Career Day. Senior citizens from the community volunteer weekly to assist with various classroom activities. SKD has also partnered with Holy Family University. This relationship is designed to welcome students and faculty of the university into the school

to mentor students to help make classroom learning relevant in the real world - to succeed in life after high school - both in college and in a globally competitive workforce.

An important part of the SKD community is its two supporting parishes: Assumption BVM and Saint Bede the Venerable. Regular updates on the school are provided in the weekly Sunday bulletins. Students represent SKD at Sunday masses by speaking about their school, participating in the liturgy, and distributing bulletins. SKD participates in many service projects each month along with community celebrations and contests, such as the TerraCycle recycling program, collecting funds for area shelters and special causes, and local township writing and art contests. SKD's involvement in the outside community allows for educating its students in the many ways they can positively impact the larger world.

3. Professional Development:

SKD believes that the best teachers are dedicated, life-long learners. The administration and faculty of SKD school are dedicated and committed to furthering their knowledge in education through professional development as they continue to fulfill continuing education hours and advanced degrees. The Archdiocese of Philadelphia designates several days each year for regional meetings where principals and teachers learn new and innovative techniques and strategies to enhance learning and the curriculum. The Bucks County Intermediate Unit provides excellent opportunities for teachers to receive current and relevant professional development. Teachers bring the information back to the faculty and share their knowledge with their peers, which creates a level of respect and dialogue among their colleagues.

Throughout the year, the faculty engages in several on-site professional development days that are organized by the principal and that vary in topic. Topics in recent years have focused on Ellin Keene's Literacy Studio, Writer's Workshop, the enhancement classroom instruction via technology, and youth mental health and first aid. Teachers are also given opportunities for collaborative professional development through on-site and off-site peer observation. This benefits students' achievement when used as a means of sharing instructional techniques among teachers. Several teachers have participated in the Elementary Administrators Development program. Teachers serve on Archdiocesan Curriculum Committees, in which they lead professional development days for fellow colleagues. Teachers use this time to keep current on issues related to learning styles, teaching strategies, subject area content, and technology. The opportunity to meet with grade level colleagues to share ideas for meeting students' needs is an additional benefit.

SKD implements professional learning communities (PLCs). Teachers gather each month in PLCs and focus on continuous improvement in student learning. Working in collaborative PLC teams, teachers strive to ensure that all students master essential learning.

Each teacher creates a professional development plan at the beginning of the school year based on self-identified goals and areas of growth identified in teacher evaluations. These goals directly impact student success and achievement. Yearly teacher evaluations are conducted using the Elementary Teacher Evaluation Rubric and allows for time to celebrate strengths and to discuss opportunities for growth. This evaluation is based upon formal and informal classroom observations and conferences during the school year.

The impact of professional development at SKD school is evident in student achievement and success. The faculty recognizes the importance and value of professional development and continues to find relevant opportunities to enhance their instructional strategies.

4. School Leadership:

SKD's philosophy is one of close cooperation and shared responsibility with all stakeholders working to accomplish the mission and further the vision of the school. The pastors of the two forming parishes are the spiritual leaders, encouraging and supporting the building of a Catholic community within the school. They do this by celebrating school liturgies throughout the year, attending school assemblies, and teaching weekly classes. They are fully committed to the success and future of SKD.

The on-site and day-to-day operation of the school is under the direction of the principal. The principal is responsible for the hiring of qualified teachers and staff who are committed to the mission of the school and for creating a climate conducive to learning and academic success. She maintains appropriate and constructive relationships with families, welcoming parents' questions and suggestions and involving families in ongoing discussions. She is responsible for maintaining a safe, secure, and orderly environment. The principal ensures that all teachers are active participants in professional development opportunities, gaining the resources needed to improve and support student achievement. She cultivates leadership skills among the staff and students, helping to motivate, encourage, and develop positive relationships. The principal oversees the operation of the entire school; however, leadership is shared across multiple roles throughout the building.

A Board of Limited Jurisdiction comprises members with expertise in the faith, business, education, finance, and law. They represent the various parishes the school serves. All goals, plans, and strategies advance SKD's mission. The board oversees finances, facilities, marketing, and enrollment, in order to sustain and enhance the long term viability of the school. Their expertise and input are used, along with data and trends, to make informed decisions.

The Director of Advancement is responsible for designing, implementing, and maintaining a comprehensive institutional advancement program for the school. He oversees all fundraising, marketing, communications, and alumni and admissions activities. He identifies and solicits major gift prospects, oversees capital campaigns, develops donor stewardship programs, and generates reports regarding gifts, grants, and pledges.

The business manager aids the principal and pastors in managing the financial business of the school. He assists in the preparation of a yearly budget, generates monthly financial reports, manages tuition collection and payments, processes check disbursements, and maintains financial information files.

Together the pastors, administration, school board, faculty, families, and community work to develop a positive school culture aimed at promoting student achievement.

PART VI – STRATEGIES FOR ACADEMIC SUCCESS

SKD school is a center of faith where the development of Catholic identity in all students is cultivated through various opportunities and experiences. The mission statement articulates and embodies a Catholic vision. Effective religious instruction not only teaches about the faith, but brings students into a deep, active, and loving relationship with Jesus Christ. All curriculum is guided and inspired by the Gospel and the teachings of the church. The school logo reflects Catholic identity, and Catholic symbols are visible throughout the school campus.

SKD welcomes all students, regardless of denomination or religion. Students exhibit ownership over their own faith by leading prayers, doing community service, and bearing witness to their faith. Personal and liturgical prayer is infused throughout the school day, and regular participation in the sacraments is offered. The SKD school community is a place where faculty and students are confident and joyful public witnesses to the faith in both word and action.

Students' faith deepens through community prayer, a monthly focus on a particular virtue, regular confession, pro-life activities, Stations of the Cross, and special feast day celebrations. Students are offered age-appropriate opportunities to reflect on their life experiences and faith through retreats and other spiritual experiences. The goal is to have the students learn to know, love, and serve God. They participate in service programs to promote the lived reality of service and social justice. By following in the footsteps of Jesus Christ, students treat each other with respect and dignity.

The interaction among students, parents, and school personnel reflects a mutual respect and a dynamic sense of belonging to the community. The school recognizes parents as the primary faith educators of their children, and adult faith formation opportunities are offered to them. SKD continues to foster positive and collaborative school-family partnerships and challenge their students to make a difference.

SKD cultivates an atmosphere that celebrates the vitality of the Catholic faith and remains committed to ensuring that the Catholic identity of SKD reflects the school's vision and mission. The academic success of SKD's students is a direct result of this shared vision between parents and educators. Achievement can be measured by the number of families that choose to send their children to SKD despite living in a top-rated school district. It is also evident in the scholarships received by students attending private and parochial high schools. SKD is committed to creating Catholic leaders through academic excellence, personal discipline, and Christian service.

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? \$5071
(School budget divided by enrollment)

4. What is the average financial aid per student? \$1336

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? 80%

PART VIII – ASSESSMENT RESULTS FOR NORM-REFERENCED TESTS

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: Terra Nova Common Core

Grade: 3

Edition/Publication Year: N/A

Publisher: CTB/McGraw-Hill

Scores are reported here as: NCEs

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	77
Number of students tested	31
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	
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 Common Core

Grade: 4

Edition/Publication Year: N/A

Publisher: CTB/McGraw-Hill

Scores are reported here as: NCEs

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	70
Number of students tested	41
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	
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 Common Core

Grade: 5

Edition/Publication Year: N/A

Publisher: CTB/McGraw-Hill

Scores are reported here as: NCEs

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	76
Number of students tested	33
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	
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 Common Core

Grade: 6

Edition/Publication Year: N/A

Publisher: CTB/McGraw-Hill

Scores are reported here as: NCEs

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	76
Number of students tested	31
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	
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 Common Core

Grade: 7

Edition/Publication Year: N/A

Publisher: CTB/McGraw-Hill

Scores are reported here as: NCEs

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	85
Number of students tested	34
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	
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 Common Core

Grade: 3

Edition/Publication Year: N/A

Publisher: CTB/McGraw-Hill

Scores are reported here as:

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	76
Number of students tested	31
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	
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 Common Core

Grade: 4

Edition/Publication Year: N/A

Publisher: CTB/McGraw-Hill

Scores are reported here as: NCEs

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	71
Number of students tested	41
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	
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 Common Core

Grade: 5

Edition/Publication Year: N/A

Publisher: CTB/McGraw-Hill

Scores are reported here as: NCEs

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	70
Number of students tested	33
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	
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 Common Core

Grade: 6

Edition/Publication Year: N/A

Publisher: CTB/McGraw-Hill

Scores are reported here as: NCEs

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	75
Number of students tested	31
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	
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 Common Core

Grade: 7

Edition/Publication Year: N/A

Publisher: CTB/McGraw-Hill

Scores are reported here as: NCEs

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	78
Number of students tested	34
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	
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: