

PART I – ELIGIBILITY CERTIFICATION

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.

1. 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, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2019 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.
3. 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.
4. The school has been in existence for five full years, that is, from at least September 2013 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2014, 2015, 2016, 2017, or 2018.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. 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.
9. 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.
10. 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.
11. 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 (2018-2019) 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, 2018 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	52	47	99
K	30	19	49
1	16	14	30
2	16	20	36
3	16	18	34
4	16	22	38
5	16	15	31
6	15	18	33
7	12	15	27
8	19	19	38
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	208	207	415

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 1 % Asian
 - 3 % Black or African American
 - 1 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 93 % 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 2017 – 2018 school year: <1%

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

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2017 until the end of the 2017-2018 school year	0
(2) Number of students who transferred <i>from</i> the school after October 1, 2016 until the end of the 2017-2018 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, 2017	435
(5) Total transferred students in row (3) divided by total students in row (4)	<.01
(6) Amount in row (5) multiplied by 100	<1

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

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

7. Students eligible for free/reduced-priced meals: 3 %
 Total number students who qualify: 11

8. Students receiving special education services: 3 %
13 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>0</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>1</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>10</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>2</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: 6

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	23
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	9
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	7
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	0

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	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Daily student attendance	90%	85%	88%	95%	95%
High school graduation rate	0%	0%	0%	0%	0%

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

Show percentages to indicate the post-secondary status of students who graduated in Spring 2018.

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.

Cardinal John Foley Regional Catholic School provides students from preschool through eighth grade a strong academic and Catholic faith foundation that challenges students to answer the Gospel call to serve others, supports students in achieving their learning potential, and develops characteristics of respect, responsibility, and leadership.

PART III – SUMMARY

Cardinal John Foley Regional Catholic School, a school within the Archdiocese of Philadelphia, opened its doors on September 5, 2012 on the campus of St. Denis Parish. The regional school is the result of a merger of two parish schools located in Havertown, Pennsylvania, a suburb just outside of Philadelphia. Annunciation B.V.M. and St. Denis merged their respective parish schools on the recommendation of the Blue Ribbon Commission, a 16-member group that spent a year examining the curriculum, finances, facilities, and enrollments of the schools in the Archdiocese, with the goal of developing a strategic plan to continue to provide a quality Catholic education for families.

The formation of a regional school brought many challenges, including the naming of the new school, the melding of traditions from each school, and the controversy of determining whether the regional school would field sports teams or whether students would continue to play for their parish teams. This was especially challenging considering that the parish teams had been rivals for many years because both parishes are located less than a mile from each other in Havertown.

At the end of the first year, more than 70 students transferred to other schools bringing the enrollment to 450 students. It was apparent that the school had to find a way to bridge the rich history their parish schools had enjoyed, with the reality of being a regional school. The common bond of Annunciation B.V.M. and St. Denis parish schools was the fact that the Sisters of Mercy had staffed both schools for a number of years, and their Mercy charism, with an emphasis on service and mercy, had continued to shape the mission of both parish schools, even after the Sisters no longer staffed the schools. It was that shared history that the pastors, administration, teachers, and families of Cardinal Foley School drew upon to start to move forward.

The stakeholders vested in the success of Cardinal Foley School worked to craft a mission statement that reflects the commitment of the school to continue the Sisters' work of challenging students to answer the Gospel call to serve others. Our 7th and 8th grade students can choose to participate in our Mercy Minister program, where students give of their time to help others in our school community or in the larger community. Students assist kindergarten students with their school work, help out in the main office, coordinate the school's recycling efforts, and work in the science lab to set up labs for different classes. Off-campus, students interact with senior citizens at a local retirement village and tutor younger students as part of a program designed to help at-risk students develop positive attitudes towards learning. Our Mercy Ministers work with our Student Council to coordinate various service projects throughout the school year that include the Thanksgiving Food Drive, which provides a complete Thanksgiving meal for families in need, and our Christmas outreach, which provides a gift as well as a hat, scarf, and gloves for the at-risk students the Mercy Ministers work with each month.

As we work to honor the shared history of the parish schools of Annunciation B.V.M. and St. Denis, we also strive to create new traditions that help our students and families feel connected to Cardinal John Foley School. Each year, one of our school liturgies is on Cardinal John Foley's birthday, November 11. After our liturgy, the school community gathers together to watch a presentation that introduces students to Cardinal John Foley and his work as spokesperson for the Vatican and editor of the Philadelphia Archdiocesan Catholic Standard and Times newspaper. Establishing new traditions to help students and families identify themselves as members of the Cardinal Foley School community has been a priority for our stakeholders. Our Home and School initiated a Dance-a-thon during the 2017-2018 school year that brought together students and families for a night of fun. Every year, on the last day that the 8th graders have school, the entire school community along with many families, gather outside for a 'clap-out' as the students leave school grounds for the last time as Cardinal Foley students. These new traditions have fostered a strong spirit of community as many have worked together to establish Cardinal Foley as a vibrant school committed to the academic, social, and spiritual growth of its students.

In 2014, Cardinal John Foley received its accreditation from Middle States Association. As part of that process, the school completed its Action Plan, which identified two areas of student performance and one area of organizational capacity that are a priority for growth and improvement over the next seven years. These goals have served as a roadmap for improving Cardinal Foley's academic programs in Reading and

Writing, and identifying ways to incorporate daily rituals that contribute to the social and emotional well-being of students. Increased use of constructive response questions, time allotted each day for sustained silent reading, and a school-wide commitment to helping students be mindful of their actions and choices have supported students to achieve their full potential in all areas.

Cardinal Foley hired a part-time resource teacher who works with the classroom teachers to provide academic and organizational support to students who have specific learning needs. In the fall of 2018, the middle school initiated a Leadership Program that provides monthly lessons that encourage students to reflect on the characteristics of effective leaders and how they can develop and hone those skills to benefit the school and their community. The principal, along with the pastors of Annunciation B.V.M. and St. Denis parishes, work collaboratively to offer an affordable, quality Catholic education to the parish families.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

1a. Reading/English language arts:

Cardinal John Foley Regional Catholic School utilizes The Houghton Mifflin Journeys basal program for Kindergarten through grade six because it is a comprehensive program that integrates reading, writing, listening, and speaking. The curriculum is aligned with the Core ELA Standards and the Pennsylvania State Standards, which the Office of Catholic Education for the Archdiocese of Philadelphia uses as the basis for its curriculum guidelines. Students acquire foundational reading skills through direct instruction, guided reading groups, flexible grouping, and phonemic awareness activities. The program includes a variety of genres, including both literary and informational texts. There is leveled group instruction and practice for three different ability levels within each lesson, as well as critical thinking activities that challenge students to develop higher-level thinking skills developmentally appropriate for each grade level. Writing instruction is integral to the program, providing opportunities for students to write in different contexts and for different purposes. During the stages of the writing process, instruction incorporates vocabulary and grammar as pieces are revised with attention to word choice, coherence, and structure.

The Pearson Common-Core Literature Series is the program used for 7th and 8th grade English Language Arts because it is aligned with the Core and State Standards frameworks. The series prepares students to interact with complex text through modeling, direct instruction, and guided text exploration and analysis. Through genre focus and skills workshops, students develop their ability to critically think about different types of texts. Writing instruction is incorporated as students use text-based evidence to justify answers, construct arguments to support claims, conduct short research projects, compose descriptive narratives, and analyze different types of poetry. The Sadlier Vocabulary Workshop Series is used in conjunction with the literature series to promote the inclusion of grade-appropriate vocabulary in students' writing pieces.

Classroom assessments include selection tests and writing portfolios, as well as benchmark and unit tests for the Journeys curriculum. These assessments provide teachers an opportunity to see which students have mastered targeted skills, and who would benefit from further instruction. The writing pieces reflect students' ability to use the grammar skills, vocabulary, and spelling words in context. Teachers assess the writing to see where more direct instruction is needed. TerraNova results are analyzed each year to highlight school-wide trends that require intervention. In 2016, this analysis indicated that students needed more practice with constructed-response questions, and as part of our Action Plan, teachers explicitly taught students a framework to use when answering these types of questions.

1b. Mathematics:

The Sadlier Mathematics program is used in Kindergarten through grade eight because it is aligned with Mathematics Core Standards and Pennsylvania State Standards, which the Office of Catholic Education for the Archdiocese of Philadelphia uses as the basis for its curriculum guidelines. The students acquire foundational skills through direct and guided instruction, use of manipulatives, modeling, and group work. The curriculum scaffolds student learning, allowing for the continuum from guided instruction to guided practice to independent practice. Emphasis is placed on building understanding of concepts through modeling, multiple representations, and comparing and contrasting different types of problems. Once students understand a concept, the curriculum provides for fluency practice so that students can progress to using computation efficiently to solve problems. Across the grade levels, there are activities and questions embedded in the program that require that students use the Standards for Mathematics Practice so that justifying solutions and questioning the reasoning of others become ingrained habits.

Maintenance of skills, development of mathematical vocabulary, and application of concepts to problem situations are key components of instruction. Teachers supplement the Sadlier curriculum with maintenance activities from Simple Solutions, Mathletics, and teacher-created maintenance sheets as a way of maintaining the skills students will continue to use as the standards are developed across the grades.

Students share their thinking orally and in writing to practice using the vocabulary they will encounter in assessments and on standardized tests. Problem solving models are utilized to help students understand the problem, develop a plan, execute the plan, using technology if that is appropriate, and reflect on the reasonableness of the solution.

Assessments include observations, quizzes and tests, problem solving activities, written explanations of strategies, and modeling of problems. Teachers use formative assessments to identify student misconceptions, to share the variety of strategies students use to solve a problem, and to support students in making connections between concepts. Summative assessments provide information on what standards have been mastered and what standards require more time. An analysis of the TerraNova results provides data on the mathematical domains that the curriculum develops rigorously and what domains require additional support.

1c. Science:

The Science curriculum guidelines provided by the Office of Catholic Education for the Archdiocese of Philadelphia are based on the Next Generation Science Standards. The LabLearner program, the science curriculum used by Cardinal John Foley School, is aligned with these standards. LabLearner is a spiraling curriculum that introduces concepts in the primary grades and continually develops these concepts with developmentally appropriate experiments as students progress through the grades. The curriculum for each academic year is divided into a series of Core Experience Learning Labs, called CELLS.

In grades 1 – 5, each CELL consists of three to six investigations, each of which takes approximately a week to complete. Each investigation consists of three lessons: PreLab, Lab, and PostLab. In grades 6 – 8, each CELL has three to four investigations, and the investigations consist of four lessons: Concepts, PreLab, Lab, and PostLab.

LabLearner is a hands-on science curriculum and students acquire foundational skills through focus questions, lab experiments, group work, modeling, demonstrations, and direct instruction. Each investigation introduces a focus question, followed by a lab experiment that requires students to write a lab report that follows the scientific method. Critical thinking skills are developed through the use of performance assessments that conclude each cell and review the key concepts from each investigation.

The curriculum includes videos that provide teachers with the background information necessary for each investigation, as well as student videos that preview the upcoming lab experiments so that students have a visual picture of the work they will be doing. The interactive LabLearner experience is supplemented with technology-based learning through the use of webquests and independent study through content-based projects.

Formative assessments include homework, classwork, and projects, while summative assessments include quizzes, tests, and post-lab activities. These assessments indicate student understanding of concepts covered in the CELL. Yearly analysis of TerraNova results indicated that students' scores on the science section were consistently the lowest scores attained. The hands-on nature of the program is the experience students need to understand the concepts, however, standardized tests assess students' ability to read scientific material and draw conclusions. As a result, the lab has been supplemented with a set of textbooks for the middle school students that the teacher uses to support the content covered in the labs. This gives students experience in reading detailed information about scientific concepts.

1d. Social studies/history/civic learning and engagement

The Social Studies curriculum is executed through various programs within the school. The programs follow the Archdiocese of Philadelphia curriculum guidelines, which are based on the Scope and Sequence from the National Council for the Social Studies Task Force as well as the College, Career, and Civic Life Framework for Social Studies State Standards. At each grade level, the curriculum outlines units of study that represent some of the Ten Thematic Strands that support developing students who appreciate the importance of being informed citizens in a democratic society.

The teachers in kindergarten through second grade use printed weekly units and web-based media, as well as connections in Religion class to establish a strong foundation of community and social justice. In grades three through eight the programs used are based on the grade level curriculum. The students acquire the foundational skills through direct instruction, textbook material, cooperative learning, independent work, and integration of technology. Students learn how images like maps, charts, and diagrams contribute to the ideas presented in the text. Graphic organizers are utilized to help students identify key details in a text, identify cause and effect events of historical significance, and compare and contrast regions, governments, and opposing points of view. Critical thinking skills are developed through end of chapter questions that require the students to critically apply the material learned. In grades four and five, social studies comes alive with project-based assessments on famous Pennsylvanians and on individual states in the United States. In grades six, seven, and eight teachers provide opportunities for class discussions that require students to make inferences when evaluating primary source documents, political cartoons, and visual representation of information.

Formative assessments include homework, classwork, and projects, while summative assessments include quizzes, tests, debates, writing opinion and informative essays, and completing a research paper in 8th grade. Data from the TerraNova results indicated that a skill that needed to be strengthened was reading charts and diagrams, and making inferences based on the information presented in them. As a result, the middle school students read Junior Scholastic, which introduces news stories at an age-appropriate level and exposes students to graphics, maps, and photographs related to a variety of topics.

1e. For secondary schools:

1f. For schools that offer preschool for three- and four-year old students:

The Early Childhood Program follows the Archdiocesan guidelines, which are consistent with the philosophy of Catholic Education and reflect the Pennsylvania Learning Standards for Early Childhood published by the Pennsylvania Department of Education and Department of Human Services. The PK-3 and PK-4 classroom teachers provide a warm, caring, and safe environment. The teachers create experiences that allow each child to grow spiritually, physically, socially and intellectually. Young children are encouraged to develop a positive self-image, and because each person is created in God's image and likeness, learn to respect others as they begin to live the Gospel Message.

Both the PK-3 and PK-4 programs utilize The RCL Benziger Stories of God's Love Religion series. This program introduces Bible stories for learning about God's love along with developmentally appropriate, weekly activities with real life connections. The children engage in prayers and songs, learn about the saints, and celebrate religious holidays and traditions.

Activities are planned to provide a rich variety of experiences, which challenge and encourage children to develop at their own pace. Early math and reading readiness skills are incorporated into the curriculum. The InvestiGator PK-4 learning program integrates all aspects of early childhood readiness, including STEM projects. Children use their senses, ask questions and experiment with concrete materials to facilitate learning through discovery. Social skills are developed as children learn to share and cooperate during playtime and communication skills are developed during circle time and show-and-tell activities. Art, music, and physical education are integrated into the curriculum, providing daily opportunities for children to work on fine motor skills. Successful developmental experiences in early childhood education prepare children for the formal academic program that begins in kindergarten.

2. Other Curriculum Areas:

The academic curriculum is balanced with instruction in art, physical education, Spanish, technology, library, and music. Students engage in lessons and activities that spark creativity, develop motor skills, and support language development.

Students in kindergarten through eighth grade attend art class once a week. The preschool program integrates art projects in the curriculum on a regular basis. The art curriculum covers a broad range of artists, historical periods, art styles, movements, and media. Students develop a unique artistic voice in the context of grade-specific projects, geared towards the advancement of both technique and vision. Students learn the elements of art and principles of design, building upon their knowledge each year. The art education contributes to the overall development of students, both academically and socially, by promoting self-discipline and self-confidence. The level of focus and commitment required to complete projects positively impacts students, arming them with invaluable skills. For all students, art making helps hone fine motor skills and serves as a creative outlet and means of personal expression. The art education, grounded in art making and art history and theory, allows students to expand their own worldview, and to see themselves as part of a greater, human tradition.

Students in kindergarten through eighth grade participate in physical education classes weekly in order to enhance their regular physical activity, which is necessary to sustain fitness and health. The pre-school program includes movement in the curriculum on a daily basis, in the form of dancing, playing outside in the playground, and playing games with balls and other equipment. The physical education curriculum develops motor, non-motor and manipulative skills by building simple movements into more complex patterns through a variety of exercises, activities, and games. Participating in physical education classes helps students acquire skills like conflict resolution, accepting responsibility for self and others, treating others with respect, and winning and losing graciously. These skills support the Cardinal Foley mission of developing respect, responsibility and leadership through activities that nurture appropriate social interaction.

Students in kindergarten through fourth grade have Spanish class once a week, while students in fifth through eighth grade have Spanish class twice a week. The curriculum introduces students to the Spanish language and culture, and spirals as students progress through the grades. Students become familiar with the sounds and phonetic spelling of Spanish. Students learn level one vocabulary, grammar, and phrases in order to build conversational and written skills. Students acquire skills and knowledge by being immersed in a language-rich environment that includes reading, listening, and speaking. Students learn about the culture of Latin America and Spain, and use the target language in various projects. Learning Spanish supports students' work in grammar in their ELA classes, improves listening skills, and promotes an appreciation of other cultures.

Students in PK-3 through eighth grade attend library class once a week. The Media Center curriculum cultivates a life-long appreciation of reading and learning by providing access to, and evaluation of, information and literature. Aware of the fact that students live in a digital age of ever-changing technology and information sources, developing information literacy is a key component of the curriculum. The Media Center provides up-to-date, relevant, and appropriate resources that facilitate and extend learning, support and enrich the curriculum, and meet students' individual reading and learning needs. The librarian collaborates with the classroom teachers to teach literature and information skills in all subject areas. Students work on projects that the librarian and classroom teachers design cooperatively that require using both print and digital resources. This collaboration supports students' acquisition of critical thinking skills necessary for evaluating information and using technology effectively and responsibly in today's world. In addition, the curriculum includes a study skills program for students in sixth through eighth grades. The program helps students identify their learning styles, explicitly asks students to set goals and create a plan and timeline for achieving these goals, addresses time management, and presents strategies for effective note-taking and studying. The curriculum promotes student responsibility and ownership of his/her academic achievement.

Students in kindergarten through eighth grade attend technology class once a week. The curriculum, based on the International Technology in Education (ISTE) National Standards, develops student competency with communication, data analysis, presentation, and design tools in both the Google and Microsoft platforms. The technology teacher collaborates with the classroom teacher to design projects requiring students to use technology to gather information, evaluate that information, and communicate the results of the research effectively. Students develop keyboarding skills, practice responsible digital citizenship, and participate in

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STEM activities such as robotics and coding. The technology curriculum supports academic achievement as students engage in problem solving as they learn new tools, develop logical thinking as they participate in coding activities, and think critically as they evaluate the reliability and perspective of online information.

Students in kindergarten through eighth grade attend music class once a week. The preschool program integrates music in their daily routine. The music curriculum broadens students' knowledge of basic musical skills and concepts. Through participation in the music program, students develop an appreciation of liturgy, ethnic cultures, and musical styles. Students in kindergarten through third grade sing alone and with others, listen to many different types of music, and express the emotions experienced when singing and listening to music. Students in fourth and fifth grade learn about the orchestra, begin to read and write music, and learn to identify key elements of music by name. The Composer's Corner introduces middle school students to the lives, practices and music of great composers from varying times. The music curriculum supports students' academic achievement because of its emphasis on language and reasoning, its connection to math and pattern recognition, and its integration with history and learning how music reflects the mood, challenges, and achievements of different time periods.

3. Special Populations:

Each teacher at Cardinal Foley School shares the mission of encouraging students to reach their full potential. The diverse academic needs, background experiences and varied interests of the students are important factors when implementing curriculum in the classroom. Teachers are sensitive to individual student needs and respond by adapting teaching strategies and content when necessary. Teachers use data from assessments, portfolios, classroom observations, and parent communication to develop a plan that supports a child's academic development.

Support for teachers who identify students requiring academic intervention is provided by the Instructional Support Team (IST), the school's Learning Support teacher, and the services from the Delaware County Intermediate Unit. The IST is a problem-solving process that begins with a teacher referral based on a student's need for remediation or enrichment. The process is a team approach where the school and the parents collaborate to identify the student's academic, emotional or behavioral challenges that are impacting learning. The team of teachers, principal, parents and support staff meet to brainstorm strategies, set goals, and identify resources that will help maximize student success in the classroom. Meetings are regularly scheduled throughout the school year to monitor the student's progress, to redesign the plan and to set new goals, if necessary.

The Learning Support teacher works with the classroom teachers to help differentiate, accommodate, or modify instruction for those students that have been identified as having a specific learning disability as a result of educational testing. Based on the recommendations from the educational psychologist, an education plan for each student is designed that outlines the modifications and adaptations that the learning support teacher executes. The learning support teacher works with individual students or small groups, in either a push in or pull out setting. Support is provided in all subject areas for identified students in grades one through eight. This support bridges the gap between what the student needs and what the classroom teacher can provide so that academic progress is achieved.

The Delaware County Intermediate Unit (DCIU) provides a variety of services for staff and students. Pennsylvania Act 89 provides Intermediate Units with funds to provide auxiliary services to students who are enrolled in nonpublic schools. The amount of services provided changes annually based on student enrollment and consultation between the DCIU and the school principal. The services that Cardinal Foley receives from the DCIU include remedial reading, speech and language therapy, counseling, and psycho-educational testing. In addition, the DCIU receives Federal Title II funding that provides school-wide professional development that impacts teacher instruction.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

The philosophy at Cardinal Foley School is that each child is a unique person. The faculty works towards developing the whole child and his/her growth in their Catholic faith. The student body practices daily meditation in the morning to begin the school day aware of God's presence, and at the end of the day to help transition to a peaceful dismissal. The prayer leader rings the chime and guides the students in taking deep breaths, helping students focus on understanding that the Holy Spirit is always with them, guiding them to make good choices. This daily meditation helps the children learn the practice of settling their hearts, minds, and bodies. The school's emphasis on mindfulness helps students experience silence in the midst of a culture that is busy and often over stimulated. As children cultivate mindfulness, they become more aware of the consequences of their actions and draw on their faith formation to help them navigate the many challenges they face. In addition, the goal is that by creating this positive atmosphere in the classroom, students will improve in attentiveness, organizational skills, and standardized test scores, all while giving them the tools they need to handle the stress of each day.

Teachers are committed to academic excellence and believe that a variety of strategies are needed in the classroom to make learning meaningful. Students enter the classroom with a variety of learning styles, readiness and interests. The task of the administration and faculty is to identify those instructional activities that activate and engage those interests and learning styles in order to create a vibrant learning environment. Cardinal John Foley has a strong academic curriculum incorporating activities that involve direct instruction, group work, centers and technology. Each teacher engages students in learning activities that challenge them to apply knowledge rather than just attain knowledge.

The school community is built on mutual respect, partnership and cooperation between teachers, administrators, students, and parents. The principal promotes the Catholic identity, Mercy traditions in the school community, and adherence to our Catholic identity in all curriculum areas. Weekly morning faculty prayer and the annual faculty retreat are important events for building faculty relationships. The faculty is continually updated on new curriculum guidelines and professional development opportunities. Faculty meetings are held every week to share updates, address concerns, and work on curriculum goals. A weekly memo is sent to teachers and staff on Friday to preview highlights of the upcoming week. Plan books are reviewed on a regular basis and assessment folders are collected each trimester to monitor curriculum pacing and execution. Individual teacher conferences are held each trimester, and the principal and the mentor teacher meet with novice teachers on a regular basis. The administration continually provides support and maintains a positive relationship among the staff, students, parents and parish communities.

2. Engaging Families and Community:

At Cardinal Foley School, the school families, the faculty and administration, and the parish communities work together to create a learning environment conducive to spiritual, academic, and social growth. The Cardinal Foley community is dedicated to the shared mission of Catholic Education. Families are kept abreast of school-wide and community events through weekly communication. An email update from the Home and School Association is sent every Monday, a Community Notes email, notifying families about events in the surrounding community is sent every Wednesday, and a newsletter from the principal is emailed every Friday. Included in the principal's newsletter is a spiritual reflection for the week, upcoming school events, and various student achievements. The school maintains a website, and the Home and School Association maintains a Facebook page, garnering engagement and enthusiasm for various activities.

Family engagement is vital for the success of any school, and even more necessary for the success of a merged school. The Cardinal Foley calendar is full of events that bring the school community together. There is a Back to School Social in September, a Fall Golf Classic, the CJF Turkey Trot, Pizza Bingo, Mother/Son and Father/Daughter events, and the Fun Fair. These events provide opportunities to engage in fellowship and they generate over \$100,000 annually, which goes directly to school operating expenses.

The sense of community is reflected in parents' willingness to assist in various projects throughout the year that improve the physical plant and student experience. Examples include constructing a new playground, renovating the school spirit store, painting games on the school playground and purchasing equipment for those games, organizing and moderating the after school enrichment program, and volunteering for various classroom activities throughout the year. The community bond not only exists among our families, but between students in all different grade levels. Middle school students and younger students partner as prayers buddies enjoying various activities such as attending Mass together, sharing holiday projects, and working together on a service project.

OptionC is the Student Information System that updates parents on student academic progress. At any point, parents can log in and review their child's grades. The system generates report cards three times a year, at the end of each trimester. Communication between faculty and parents is important, and formal parent-teacher conferences take place once a year right before Thanksgiving. A parent or teacher may request a meeting or phone conference at any time to discuss concerns or answer any questions. Each teacher maintains a website for announcements, homework, and class news.

3. Professional Development:

Three years ago the faculty embarked on the Middle States self-study process to identify the strengths and challenges of the school's structure and its academic program. After a year of discussion, reflection and comparing the school to the Middle States benchmarks, two academic goals and one school organizational goal were developed. The school's professional development plan focuses on the strategies teachers can incorporate to implement these three Middle States action plan goals. Professional development also addresses school security and raising awareness of various procedures for keeping students safe.

The first academic goal that emerged from the self-study focused on strengthening students' writing skills. The goal stated that students would demonstrate improved academic proficiency in the domains of informative, narrative, and opinion writing as evidenced by a 50% increase in the average points earned on the constructive response questions on the Reading and Language subtests of the TerraNova standardized tests. The professional development plan that supports teachers attaining this goal includes meeting with teachers in the primary, intermediate and junior high level to discuss the writing process and how it is executed at each level. General faculty meetings are held to discuss constructed responses and how to incorporate these responses in assessments in all curriculum areas. The Delaware County Intermediate Unit, who manages the school's Title II funding, provided an in-service on Writing Across the curriculum. A school wide rubric was developed to establish consistency across the grade levels with respect to what areas of focus are important in developing students' writing skills.

The reading goal states students will demonstrate reading proficiency by scoring better than their anticipated score in the Reading subtest of the Terra Nova standardized test. The professional development plan that supports teachers attaining this goal includes meeting with teachers in the primary, intermediate and junior high levels to discuss the reading attitudes of students and how they can be improved. As a result of these meetings, students across grade levels are provided with a designated amount of time for independent reading each day. A reading attitude survey was administered to the students at the beginning and at the end of the school year. The results of the survey directed teachers to the types of genres the students are interested in reading. Recognizing that students like to talk about what they read, literature circles and book clubs are a regular part of the curriculum in grades 4 – 8. Teachers have attended workshops on various reading topics, and have shared their expertise with the rest of the faculty to support their efforts to create enthusiastic readers.

The school organizational goal was based on improving self-regulation to develop the characteristics of respect, personal responsibility and integrity. The faculty participated in a book club that introduced mindfulness through a book titled Mindful Teaching and Teaching Mindfulness by Deborah Schoeberlein. Each day, at morning and afternoon prayer, students engage in meditation and quiet prayer that is lead by a teacher or student over the public address system. The Delaware County Intermediate Unit provided an in-service on Mindfulness, including the benefits and classroom activities to support students in self -

regulation. The number of school discipline issues, the level of talking during transition times, and students' use of manners measure the success of the goal.

School security is a professional development topic that is addressed each year by teachers who attend the Safe School Summit conference and by ongoing conversations with the Haverford Township Police Department. Information from both sources is included in the evolving school security plan.

4. School Leadership:

The governance of the school is the shared responsibility of the pastor of Annunciation BVM parish and the pastor of St. Denis parish. The pastors work with the principal, faculty, staff, the Advisory Board Members, the School Finance committee, the Home and School Association Board Members, and the parents to execute the school's mission. The pastors' duties include overseeing the Religious Education of the students, employing lay administrators and lay teachers who are committed to Catholic Education, providing salaries and compensation packages for all personnel on staff, and providing for the maintenance and cleanliness of the school facilities. The pastors support every aspect of the school's mission by celebrating monthly Masses, administering the sacraments, visiting the school, and attending school events. They monitor the school's financial stability and enrollment, and subsidize the school budget with the financial resources necessary to deliver a sound educational program.

The duties of the principal include promoting the Catholic identity and mercy charism in the school, initiating programs that foster the practice of service to others within the parish communities, establishing and maintaining positive relationships with parents, parish staff and parish organizations, recruiting and retaining qualified individuals for teaching positions, providing effective mentoring of new teachers, facilitating meetings that update the faculty on daily operations, and managing custodial services and building maintenance.

Forming students in their Catholic faith is core to the school's mission. The principal insures instruction is consistent with Catholic doctrine and is executed through the Sadlier We Believe Religion program. The virtues program and the service ministries in which the students participate complete this mission.

Delivering a solid academic program for students is attained through individual teacher conferences with the principal once a trimester to review and discuss their annual goal, curriculum pacing, and student achievement. In addition, the principal reviews plan books on a regular basis and each teacher's assessment folder once a trimester. The overall academic progress of the school is monitored by the analysis of TerraNova results to identify areas of strength and areas where changes in curriculum instruction are needed. Based on the academic needs of the students identified through TerraNova analysis, professional development is provided in alignment with the Middle States Action Plan.

The leadership philosophy is built on honesty, trustworthiness, care, commitment, accountability and respect. School leadership encourages teachers to be their best, to do their best, and to expect the best from their students. When making decisions the question is "What is in the best interest of the students?" With all stakeholders working to that end, the shared mission of challenging students to answer the Gospel call to serve others while simultaneously creating a learning environment that provides opportunities for students to achieve their learning potential is realized.

PART VI – STRATEGIES FOR ACADEMIC SUCCESS

The practice that has been most instrumental to the success of Cardinal John Foley School is the execution of the action plan that the administration and faculty developed as a result of the Middle States Association self-study process. The action plan outlines three specific objectives, two of which target student performance and one that addresses an area of organizational capacity, that are priorities for growth and improvement. The action plan provides a roadmap for continuous growth that is manageable, shared by the entire faculty and staff, and diligently executed by the principal.

The self-study dictated that our action plan be multi-year and include a system for monitoring the implementation of the plan and achievement of the objectives. Each teacher selected one of the action plan objectives that interested him/her, and committees were formed to develop a formal three-year plan that would support the school in achieving the objectives. Under the leadership of a chairperson, the committees collaborated to identify the sub-goals necessary for achieving the goal, the timeline for each sub-goal, any resources needed, and the tools used to monitor whether the sub-goal was successfully implemented.

The academic objectives of the action plan target improved proficiency in the domains of informative, narrative and opinion writing as well as increased proficiency in reading. The organizational goal targets character development in the areas of respect, personal responsibility, and integrity. The committees designed action plans with yearly sub-goals for each objective that were realistic, sustainable, and measurable. Professional development days are used to analyze TerraNova data to understand what skills in reading and writing need to be strengthened in order to attain the objectives. Constructive -response questions were identified as a way to improve writing proficiency, and teachers meet to discuss how to incorporate these into assessments in all curriculum areas and how to support student growth in answering these questions coherently and completely. Recognizing that reading proficiency correlates with time spent reading, the faculty implemented sustained silent reading in all grades, developed and administered reading surveys, and sent teachers to workshops on best practices for expanding the genres students read. Follow-up meetings for both academic objectives are held regularly to discuss how to implement changes, assess whether these changes are making a positive impact, and revise sub-goals based on the progress.

Faculty meetings are held regularly to discuss the progress of the organizational goal. In addition to quiet prayer that begins and ends each day, the faculty has participated in professional development days on mindfulness, compiled activities for students at different grade levels that foster pausing to take a breath before reacting, and instituted a virtues program that includes a notebook that students have year-after-year where they record a reflection on the virtue highlighted that month.

The student scores on the Terra Nova Reading and Language sections have increased the past two years. In the fall of 2018, the Office of Catholic Education in the Archdiocese of Philadelphia awarded Cardinal John Foley School two certificates of achievement. The awards, based on TerraNova data, recognized the school for students exceeding academic potential across all grade levels and for students demonstrating outstanding academic growth during the school year. The work on the academic objectives, in conjunction with the focus on mindfulness and attentiveness, has contributed to this achievement.

Cardinal John Foley School's success is a result of school leadership establishing goals that reflect consensus opinion of where change is needed, understanding that implemented changes need to be manageable, and holding faculty and staff accountable for executing the plan to attain the objectives.

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? \$5200
(School budget divided by enrollment)

4. What is the average financial aid per student? \$1225

5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 24%

6. What percentage of the student body receives scholarship assistance, including tuition reduction? 98%

PART VIII – ASSESSMENT RESULTS FOR NORM-REFERENCED TESTS

REFERENCED BY NATIONAL NORMS

Subject: Math
Edition/Publication Year: 2011

Test: TerraNova
Publisher: Data Recognition Corporation

Grade: 3
Scores are reported here as: Percentiles

School Year	2017-2018
Testing month	Mar
SCHOOL SCORES	
Average Score	79
Number of students tested	39
Percent of total students tested	100
Number of students alternatively assessed	0
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
Edition/Publication Year: 2011

Test: TerraNova
Publisher: Data Recognition Corporation

Grade: 4
Scores are reported here as: Percentiles

School Year	2017-2018
Testing month	Mar
SCHOOL SCORES	
Average Score	75
Number of students tested	33
Percent of total students tested	100
Number of students alternatively assessed	0
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
Edition/Publication Year: 2011

Test: TerraNova
Publisher: Data Recognition Corporation

Grade: 5
Scores are reported here as: Percentiles

School Year	2017-2018
Testing month	Mar
SCHOOL SCORES	
Average Score	90
Number of students tested	41
Percent of total students tested	100
Number of students alternatively assessed	0
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
Edition/Publication Year: 2011

Test: TerraNova
Publisher: Data Recognition Corporation

Grade: 6
Scores are reported here as: Percentiles

School Year	2017-2018
Testing month	Mar
SCHOOL SCORES	
Average Score	90
Number of students tested	29
Percent of total students tested	100
Number of students alternatively assessed	0
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
Edition/Publication Year: 2011

Test: TerraNova
Publisher: Data Recognition Corporation

Grade: 7
Scores are reported here as: Percentiles

School Year	2017-2018
Testing month	Mar
SCHOOL SCORES	
Average Score	88
Number of students tested	39
Percent of total students tested	100
Number of students alternatively assessed	0
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
Edition/Publication Year: 2011

Test: TerraNova
Publisher: Data Recognition Corporation

Grade: 3
Scores are reported here as: Percentiles

School Year	2017-2018
Testing month	Mar
SCHOOL SCORES	
Average Score	84
Number of students tested	39
Percent of total students tested	100
Number of students alternatively assessed	0
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
Edition/Publication Year: 2011

Test: TerraNova
Publisher: Data Recognition Corporation

Grade: 4
Scores are reported here as: Percentiles

School Year	2017-2018
Testing month	Mar
SCHOOL SCORES	
Average Score	83
Number of students tested	33
Percent of total students tested	100
Number of students alternatively assessed	0
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
Edition/Publication Year: 2011

Test: TerraNova
Publisher: Data Recognition Corporation

Grade: 5
Scores are reported here as: Percentiles

School Year	2017-2018
Testing month	Mar
SCHOOL SCORES	
Average Score	83
Number of students tested	41
Percent of total students tested	100
Number of students alternatively assessed	0
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
Edition/Publication Year: 2011

Test: TerraNova
Publisher: Data Recognition Corporation

Grade: 6
Scores are reported here as: Percentiles

School Year	2017-2018
Testing month	Mar
SCHOOL SCORES	
Average Score	85
Number of students tested	29
Percent of total students tested	100
Number of students alternatively assessed	0
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
Edition/Publication Year: 2011

Test: TerraNova
Publisher: Data Recognition Corporation

Grade: 7
Scores are reported here as: Percentiles

School Year	2017-2018
Testing month	Mar
SCHOOL SCORES	
Average Score	78
Number of students tested	39
Percent of total students tested	100
Number of students alternatively assessed	0
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: