

U.S. Department of Education
2019 National Blue Ribbon Schools Program

[] Public or [X] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Mr. John Keeley

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

Official School Name Saint Thomas the Apostle School

(As it should appear in the official records)

School Mailing Address 430 Valleybrook Road

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

Glen Mills PA 19342-9408
City State Zip Code+4 (9 digits total)

County Pennsylvania (PA)

Telephone (610) 459-8134

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Web site/URL https://www.stthomastheapostle.net/ E-mail jkeeley@staglenmills.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent*Dr. Andrew McLaughlin Ed.D. E-mail amclaughlin@archphila.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Archdiocese of Philadelphia School District Tel. (215) 617-5956

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Father Francis Groarke
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

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):
- 0 Elementary schools (includes K-8)
 - 0 Middle/Junior high schools
 - 0 High schools
 - 0 K-12 schools
- 0 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	19	23	42
K	11	18	29
1	13	19	32
2	12	18	30
3	14	16	30
4	16	14	30
5	20	21	41
6	10	16	26
7	26	22	48
8	18	28	46
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	159	195	354

*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
 - 2 % Black or African American
 - 1 % Hispanic or Latino
 - 1 % Native Hawaiian or Other Pacific Islander
 - 94 % White
 - 1 % 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	4
(2) Number of students who transferred <i>from</i> the school after October 1, 2016 until the end of the 2017-2018 school year	0
(3) Total of all transferred students [sum of rows (1) and (2)]	4
(4) Total number of students in the school as of October 1, 2017	354
(5) Total transferred students in row (3) divided by total students in row (4)	0.01
(6) Amount in row (5) multiplied by 100	1

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

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: 3 %
10 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>0</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>8</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>10</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: 5

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	2
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	21
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	8
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	7
Student support personnel e.g., school 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 17:1

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	97%	96%	96%	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 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.

Saint Thomas the Apostle school plays an integral role in the mission of the church. The teachers are committed to preparing the children for productive lives as 21st century learners so that we will serve God in the use of our talents, serve the Church as courageous leaders and serve the community by bearing the Gospel message to the world.

PART III – SUMMARY

Founded in 1729, Saint Thomas the Apostle School has strong roots in the Catholic faith and is the oldest parish in Pennsylvania. On August 1852, the Bishop of Philadelphia, Saint John Neumann, blessed the cornerstone of the old church, which is still in use today for parish worship.

Located on a 30-acre campus, the school opened in September of 1956, with an enrollment of 124 students. A rapid influx of families created the need for to a new Church (completed in 1991), and school (completed in 1956). In 2000, a new two-story building opened providing 16 additional classrooms, offices, faculty room, conference rooms, and a state-of-the-art library. Recognizing the need for a new gymnasium, ground was broken in the spring of 2006, and the gym was completed in May of 2007. Our current enrollment has grown to 359 students.

Saint Thomas the Apostle School of Glen Mills, Pennsylvania, continues to be staffed by experienced, professional personnel committed to upholding and instilling Christian values through a Catholic education. Saint Thomas the Apostle School is comprised of a strong family demographic that is well educated and is in a mid-upper socioeconomic income level. As a community, we foster positive relationships and value our parents as partners.

Throughout our 62 years of academic excellence, we have achieved many milestones. We offer two sections of every grade level (pre-K through eighth grade). Our teachers are well educated; some teachers have Master's degrees in Education. Several faculty members have been part of our school more than 20 years.

Saint Thomas the Apostle School provides excellence in education for the success of our students to achieve their full potential, both intellectually and spiritually. Along with providing a rigorous core curriculum, this year Saint Thomas the Apostle School is offering additional enhancement courses that provide real-world applications to produce well-rounded learners. These include Law, Civil Engineering and STREAM for grades sixth through eighth.

As a Google-based school, Saint Thomas the Apostle incorporates G Suites through all subject areas, and all educators are provided with Smartboards in their classrooms. We emphasize the use of technology across the curriculum. The fifth through eighth grades have their own Chromebooks and grades K-4 share Chromebooks and iPads from a mobile cart. In addition to Chromebooks and iPads, we have additional technology devices, including Ozobots, an aerial drone, a document camera, two 3D printers, Verniers, and HP Sprout. We frequently use apps/extensions, such as Scratch, Flipgrid, Aurasma, Adobe Spark, Kahoot, Newsela, and Nearpod.

Through a safe and nurturing environment, Saint Thomas the Apostle School provides various opportunities for growth and creativity. On STA Live!, the morning news broadcast, upper grade students report news, upcoming events, weather, and sports to the entire student body. Along with reporting the news, the broadcast commences with morning prayers and the Pledge of Allegiance. The live stream enables students the opportunity to write scripts and speak publicly on a weekly basis. The students develop 21st century skills needed to be successful in our digital world.

Educating the whole child is our goal and we, therefore, provide them with the opportunity to build strong minds and bodies. Participation is encouraged through our extra-curricular activities. STA offers National Junior Honor Society, Student Council, Mathletes, Newspaper, Yearbook, Science Explorers, Art Club, Debate, Chorus, Glee Club, Theater Arts Program, Band, Comic Book Club, Book Club, and Altar Servers.

Saint Thomas the Apostle School recognizes positive behavior through our school-wide Positive Behavior System (PBS). Expectations for each area of the school are displayed throughout the building. The teachers model these expectations for the students during the first week of school. If students are seen displaying these behaviors or going above expectations, they are awarded a green ticket, which is known as a "Saint Thomas Ticket." Each Thursday afternoon, the Dean of Students collects all green tickets. A set number of tickets are pulled each week and those students receive a reward. Since incorporating our PBS program, the

number of demerits has decreased approximately 50 percent.

We pride ourselves on keeping our students and staff safe. Over the years, Saint Thomas the Apostle School has significantly improved our security. Within the past two years, the FBI has trained all staff on safety procedures. Currently, we have a Lobby guard kiosk installed for background checks and signing in and out for parents, visitors, vendors, and volunteers in our entry foyer. We also have eleven exterior cameras and eight interior cameras. In addition, there is a 3M security film on doors and windows in the main lobby. We also pride ourselves in promoting each student's personal sense of well-being and security, both physically, and emotionally, against all forms of bullying. We educate our students against bullying by instituting an Anti-Bullying policy. Teachers in all grades are required to facilitate discussions about anti-bullying within their classrooms, along with incorporating tools and activities that parallel the discussions.

Upon graduation, our students are fully prepared to lead productive and successful lives as 21st century learners. They exude confidence in themselves and in using technology in their daily lives. Students are equipped with the knowledge and skills necessary for success in high school and beyond, having learned problem solving, cooperative learning, critical thinking, and public speaking skills.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

1a. Reading/English language arts:

The Language Arts curriculum at Saint Thomas the Apostle School is founded in the Curriculum Standards of the Archdiocese of Philadelphia, which are aligned with the Common Core Standards (CCS) as well as the PA State Standards. Instruction incorporates these standards by integrating written expression, oral communication, word study, grammar conventions, spelling, and comprehension.

The elementary grades use the Pearson's Reading Street series to assist us with the Common Core Standards (CCS). The students gain foundational skills in oral reading fluency, phonemic awareness, decoding, writing, and comprehension. Using DIBELS and benchmark assessments, the teachers can determine the students' strengths and weaknesses and adjust their lessons to accommodate the students' individual needs. Raz-Kids, a leveled reading computer program, is used both in school and at home to enhance reading skills. The middle-level grades use novels, trade books, and nonfiction pieces to direct instruction using a literature-based approach. Saint Thomas the Apostle School students in grades five through eight are using Renaissance 360, an online reading program, to assess and differentiate the needs of each student. This program exposes students to texts written on each students' Lexile scores, which are monitored and adjusted accordingly.

Saint Thomas the Apostle School creates strong writers by encompassing all writing styles across the curriculum. Students and teachers collaborate through the writing process. Supplemental materials are incorporated into daily lessons including Vocabulary Workshop, Simple Solutions, and Voyages in English to provide additional reinforcement and practice. Students are invited to participate in the Scrips National Spelling Bee and local writing contests.

1b. Mathematics:

Saint Thomas the Apostle School follows the Math Common Core Standards as prescribed by the Archdiocese of Philadelphia. In grades kindergarten through fifth, students are afforded opportunities to focus on the comprehension of numbers and operations, algebraic thinking, measurement and data, and geometric concepts. With these skills as a solid base, students in grades six through eight tackle more challenging topics, such as ratios and proportions, statistics and probability, algebraic and geometric concepts, expressions and equations, and the number system.

Fourth-grade students who achieve TerraNova scores that align with the Archdiocese of Philadelphia Honors Math program, can take Math Enrichment. Math Enrichment is designed to prepare students for the Honors Math Program. Starting in fifth grade, the Honors Math Program is offered to all eligible students in accordance with the requirements of the Archdiocese of Philadelphia. The Honors Math Program uses accelerated instruction to enable students to complete Algebra 1 in eighth grade, giving them the opportunity to test into Geometry for their freshman year of high school. Students in need of remediation are offered support opportunities through our Student Assistance Center, as well as from a part-time Special Education teacher.

Technology plays a key role in math, allowing students the opportunity to learn through a variety of modes. Differentiated instruction is offered with iPads, Chromebooks, Sprout Computers, 3D printers, SMART Boards, graphing calculators, the IHM maintenance program, along with online resources such as IXL and Sumdog. Students may participate in the Mathlete's Club, which fosters problem solving in local and nationwide competitions such as MathCounts, Noetic Learning, Castle Learning IHM, and Mathematics League. In addition, 5th through 8th grade students participate in an annual Math Fair where critical thinking and real-world situations are applied. The Scholastic Math Program provides students with a resource to real-world applications on mathematics.

1c. Science:

From kindergarten through eighth grade, the Saint Thomas the Apostle Science curriculum follows the Next Generation Standard and engages in students with the Lab Learner Science program. The state-of-the-art science program was implemented at Saint Thomas the Apostle School in 2007 from the Lab Learner Science program, a 100% research-based and hands-on approach to science in the 21st century. Our program includes a fully equipped in-school laboratory, a complete curriculum including all assessments, and on-line parent and teacher resources. Lab Learner incorporates the latest in brain research and classroom practice into a program that teaches students science in a way they can truly understand and enjoy through hands-on applications. Students in the Lab Learner Program also engage in lessons integrated into their classroom setting. Experiments and classroom lessons use metacognitive tools that prompt students to use numerous learning and thinking strategies. Our middle-level students' complete school-based projects: construct a plate tectonics model, the Egg Drop Challenge, and design a kinetic car to investigate friction. Technology is incorporated throughout daily lessons by using Google sheets to organize and chart data. In conjunction with the Lab Learner program, our fifth grade class uses Vernier Science tools to test the changes of temperature and motion. Our middle-level students use a digital microscope in the classroom to view specimen slides that correlate to their current curriculum.

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

Students receive instruction in communities, cultures, American history, and World Civilizations, highlighting social, political, and economic features of the past and present world outlined in the Archdiocesan curriculum. Students in kindergarten through fourth grade use Scholastic News to stay informed about current and global occurrences. The fourth grade furthers their understanding of Native American tribes of Pennsylvania through a comprehensive research project, in which the students are required to research a Native American tribe and create either a game, model of a dwelling, or make a traditional dish of their specific tribe, and present to their class. Students at the middle level are encouraged to research and present on current events. Students are given many opportunities for civic engagement and appreciation. Grades four through eight take educational trips, abiding by the Archdiocese Philadelphia curriculum, allowing them to explore local areas, such as the Brandywine Battlefield, Old City Philadelphia and our state's capital, Harrisburg. Fourth grade also takes part in Passport to History, a program that is hosted by the Delaware County Historical Society, which encourages them to visit historical sites in Pennsylvania. Seventh grade tours our nation's Capital, the District of Columbia, and 8th grade visits the 9/11 Memorial and other sites in New York City. Saint Thomas the Apostle School teachers emphasize the need to incorporate our local and universal cultures and traditions to impart to the students a great appreciation for the world around them. We further their understanding of the content through technology such as Chromebooks, SMART boards, and iPads. Students go on virtual tours, study primary sources, and watch clips of historical documentaries. Saint Thomas the Apostle School hosts an annual Geography Bee, where the winner gets a chance to continue competing all the way up to the national level.

1e. For secondary schools:

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

Preschool for three- and four-year old students:

Saint Thomas the Apostle's Preschool Curriculum is based upon the Archdiocese of Philadelphia's Early Childhood Standards. Saint Thomas provides a strong academic and emotional foundation that nurtures the child through all areas of development. In addition to the Early Childhood Standards, the teachers provide instruction in areas such as Math/Reading Readiness, Language Arts, Science, Technology, Fine/Gross Motor Skills, Music, Art, Spanish, and Interactive Technology. The teachers allow each child to travel at their individual pace according to their individual development, background, experiences, and needs. In addition to academics, the teachers provide guidance in developing the child's social and emotional well-being as they discover the world around them.

2. Other Curriculum Areas:

Art

The Art program at Saint Thomas the Apostle School follows curriculum guidelines provided by the Archdiocese of Philadelphia. These guidelines incorporate elements of Fine Art and Art History while fostering creativity and hands-on skills. In weekly classes, students from pre-K 3 through eighth grade are introduced to a variety of materials, techniques, and artists and are given the opportunity to explore their imagination and build on creative skills. Wide ranges of projects are age- and skill level appropriate. Students are encouraged to challenge themselves within each project.

Students are assessed on participation, effort and general understanding of materials and techniques using a simple rubric. Original artwork is displayed in the school lobby, on bulletin boards throughout the school and outside the Art Room. Students have opportunities to build on their existing skills and create additional artwork in Saint Thomas' after-school Art Club and Comic Book Club.

Physical Education

Physical Education at Saint Thomas the Apostle School helps students develop the skills and confidence associated with a wide range of activities that foster healthy and active lifestyles. Beyond nurturing each student's physical dimensions, our program focuses on the education of the whole child and is strongly committed to the unique individual's academic and spiritual growth.

Students are offered a holistic approach in accordance with the curriculum guidelines of the Archdiocese of Philadelphia. This involves a variety of elements, including the demonstration of basic locomotor and non-locomotor skills, mastery of fundamental and manipulative skills, knowledge and understanding of safety and injury prevention, and evidence of responsible personal and social behavior in a physical activity setting.

At Saint Thomas the Apostle School, we maximize the opportunity to integrate other subject areas into the student physical education experience. Students in grades four through eight complete a writing piece called the God-Given Talent project, which involves the research, writing, and presentation of a notable individual who impacts the world using his or her own special talent. Physical education is offered in once-weekly sessions that range from 30 to 55 minutes in duration. The success of our program is regularly assessed in diverse ways. Using a 1 to 4 evaluation scale, students are observed demonstrating or performing a skill. Our physical education program is a developmental process that recognizes the needs of each student and their individual age level and ability, while encouraging the enjoyment of sports and the practice of fit and healthy lives that extend well beyond school.

Spanish

The Spanish curriculum embraces a broad spectrum of communication skills using the five Cs of essential foreign language education: Communication, Culture, Connections, Comparisons, and Community. The Spanish program provides rich curricular experiences to attain the necessary standards for a foreign language. The goal of this curriculum is to develop positive attitudes and excitement toward learning the Spanish language. Through the skills of listening, speaking, reading, and writing, students broaden their awareness, acceptance and understanding of the Hispanic culture. This program is designed to accommodate varying levels of language learners as they progress through the stages. The grades that participate in Spanish are: pre-K 3 for 15 minutes per week, pre-K 4 and kindergarten for 25 minutes per week, and grades 1 through 8 for 50 minutes per week.

Additionally, elements of the Catholic faith tradition are integrated into this Spanish curriculum to provide a meaningful language and cultural experience within the context of the Catholic faith.

Technology/Library/Media

The mission of the Technology program at Saint Thomas the Apostle is to provide the knowledge and teach the skills necessary for youth to engage in a world where technological advancements are continually emerging. School leadership, the technology instructor, the technology information specialist, and our professional staff and educators align and integrate in accordance with Archdiocese of Philadelphia Schools Educational Technology Plan 2016-2021. Technology instruction is delivered to every Saint Thomas the Apostle School student in weekly sessions that are conducted for 50 minutes in grades one through eight and 25 minutes in kindergarten. Students in kindergarten and first grade learn the basics of operating an iPad, as well as terminology and skills associated with using the device to enrich curricular content. Keyboarding begins in these grades and is increasingly developed and practiced through eighth grade. Chromebooks are introduced in first grade, and by third grade, students are using the Google Education applications in a variety of subjects. In fifth through eighth grades, students are required to have their own Chromebooks, which they use in every discipline as they continue to learn and use more of the Google applications.

At Saint Thomas the Apostle, students benefit immensely from a wide range of computers, devices, and technology equipment that they learn and use as tools in their education in a variety of subjects. This hardware includes Chromebooks, iPads, HP Sprouts, 3D printers, 3D pens, Surface Pros, Ozobots, Dash and Dot robots, the Padcaster, green screens and photography equipment, and a Phantom DJi 3 drone. Integrated employment of each of these, in unison with a diverse offering of apps and software programs, greatly affects and enhances the ability of our students to participate in the digital world.

Religion

The Saint Thomas the Apostle School religion curriculum is rooted in a strong Catholic doctrine; comprised of prayer, scripture readings, it focuses on cultivating the students' spiritual and ethical maturity. The school and parish have a strong kinship and work together to improve the local community, through monthly food drives, and donations. For example, each Christmas, the school and parish collaborate on the Giving Tree, which benefits needy children in our community. The student body attends mass every first Friday of each month, participate in prayer services throughout the liturgical year, and attend monthly penance. Prayer partners are appointed throughout the school year, allowing students to work together to create a positive relationship between younger and older pupils while instilling Catholic values. Our religious curriculum is designed to shape our students into morally based adults.

Music

Weekly music classes in pre-K 3 through eighth grades engage students in developmentally appropriate activities that teach music theory, performance skills, instrumentation, music technology, and music history. In first through third grades, students work in groups to create short compositions using body percussion, instruments, and singing skills. In fourth through sixth grades, students create compositions and write correct notation to perform on non-pitched and pitched percussion instruments. In seventh and eighth grade, students delve into composers and music history. They continually build on music reading skills from first grade on and perform on non-pitched percussion instruments, such as boomwhackers, handbells, and tone bars. Beginning in third grade, interested students may participate in the Saint Thomas the Apostle Band. Piano and voice lessons are offered after school. Each year, several students in grades four through six participate in the Archdiocesan Choral and Band Festivals, and many students audition and are selected for the Archdiocesan Honor Chorus and Band in grades seven and eight. Approximately 85 students participate in the Saint Thomas Glee Club, which has performed the National Anthem two years consecutive at a Wilmington Blue Rocks baseball game.

3. Special Populations:

The faculty at Saint Thomas the Apostle School share a common goal of maintaining educational excellence along with encouraging achievement. Saint Thomas the Apostle School strives to provide a positive education by employing various instructional methods that meet the diverse needs of each student. Students obtain the skills to become an independent, problem-solving individual as they simultaneously gain an appreciation for the importance of fostering community.

Saint Thomas the Apostle School has a diverse array of assessments to aid in developing differentiated instruction. Standardized testing is used to foster individualized instructional plans. Students in third through seventh grades take the TerraNova, Third Edition assessments. The resulting scores are used to pinpoint areas of student strengths and weaknesses. These scores are also used to determine placement in the Honors Math Program, as well as individualized programs through the DCIU for those students needing learning support. The DCIU support programs include speech and language pathology, guidance and counseling, and remedial reading services. Our students who reside in the state of Delaware receive learning support, guidance, and counseling from certified faculty. Saint Thomas the Apostle School provides services through the Scholastic Assistance Center (SAC), a unique program that provides services to under- and high-achieving students in a small, individualized environment.

All teachers employ hybrid-learning methods of instruction in the classroom, including flexible seating, collaborative group work, as well as direct, individual guidance. Technology is integrated to enhance classroom curriculum on a frequent basis. For instance, virtual tours are done through Google Earth in Social Studies and Religion bringing the real world into the classroom. In ELA, students peer edit and collaborate on writing assignments through Google Docs to learn how to work with others. Teachers are available before school, during recess, and after school to offer enrichment and extra help to improve student growth. Teachers are also available to parents whenever needed through phone call, emails, and/or personal meetings. Teachers provide in-class assessments through chapter tests, unit tests, and quizzes. Assessments are also offered through online sites such as Kahoot, Quizizz, and Quizlets. Alternative modes of assessment are offered to accommodate individual learning styles, such as projects that often include technology, experiments, enrichment worksheets, journals, warm-up exercises, and field trips. Manipulatives such as base ten blocks, counters, fraction pieces, 3D polygons, clocks, and money are incorporated into instruction to offer a hands-on learning experience.

Saint Thomas the Apostle School emphasizes spirituality through the Archdiocesan Religion curriculum. Students affirm their Catholic identity through volunteer projects and acts of almsgiving. We implement school-wide activities that embrace faith, charity and morality, such as prayer partners, visitation of shut-ins, food, clothing, and monetary collections, and the planning of religious celebrations. The Giving Tree is an annual example of school and parish collaborating to help families in need at Christmas time by buying and wrapping gifts.

To maintain high levels of success and ensure students possess the necessary skills to become 21st century learners, teachers collaborate to update and revise lesson plans. At Saint Thomas the Apostle School, teachers continually aspire to provide an environment for students to achieve academic, spiritual, and physical excellence.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Saint Thomas the Apostle School strives to create a safe, fun, religious, and creative learning environment for all students and faculty. We encourage our students to “Smile, Share and Make Good Decisions” every day. Each day at Saint Thomas the Apostle begins in a positive and prayerful manner; the faculty meet in the main office for morning prayers before the students arrive.

Upon arrival, the principal and staff greet the students in a positive, heartfelt manner. The students then proceed to their classrooms where they are greeted warmly by their classroom teachers. Once the students are settled in their homerooms, they collectively recite our school mission statement, morning prayers, and the Pledge of Allegiance. During morning announcements, activities, birthdays, and school news are communicated to the school community.

Throughout the day, the principal circulates in and out of classrooms and is present in the cafeteria during all lunch periods. A strong and positive rapport is built between the principal and student body. The student to teacher ratio allows educators to foster positive relationships with their students and help them flourish academically. The students also build a close relationship with each other. Our Prayer Partner program allows students from the lower and upper grades to collaborate at mass and in the classroom, leading to a greater sense of community in our school.

Cultural awareness is valued within our school community. Each year, we celebrate United Nations Day. Students research different countries and cultures; they create a class flag, sample ethnic food, and experience the country’s language. In addition, our students grow academically and socially by participating in the Spelling Bee, Geography Bee, and Math Fair. As a school, we foster Christ-like behavior through school liturgies, prayer services, and donating to the missions.

Saint Thomas the Apostle School is fortunate to have the support of our Home and School Association. They provide an annual faculty brunch and give the faculty small gifts of appreciation throughout the year. They are instrumental in implementing various activities throughout the year such as Ice Cream Cone Day, Santa Secret Workshop, Talent Show, and classroom holiday celebrations.

2. Engaging Families and Community:

The strong partnership between the family and school community is vital to the success of the school and its students; it is a partnership that builds a faith-based community that fosters academic growth and spiritual maturity. To engage family and community members, Saint Thomas the Apostle School offers various opportunities for families and community members to be involved in activities. Parents may volunteer for numerous activities in the school, such as science lab, study hall, lunch help, classroom projects and parties, and library assistance. Students may participate in C.A.R.E.S. (Children are Receiving Extended Services) and before and after school care which is operated by the faculty and staff. In addition, Saint Thomas the Apostle School offers workshops to the community on bullying and cyber-bullying, technology, and FBI presentations on school safety. These partnerships and programs ensure constant growth in student achievement along with an expansion of their sense of community.

Communication is imperative for a successful home and school partnership. Parents are regularly informed and invited to parish and school happenings. The electronic weekly envelope, parish bulletin, Option C, Home and School meetings, teacher websites, Facebook, Twitter, the school newspaper, and parent conferences keep all parties informed and involved.

Saint Thomas the Apostle School celebrates our school community each year during Catholic Schools Week. During this week, we invite the community to an open house and welcome grandparents/grandfriends to a prayer service and celebration. In addition to celebrating our Catholic identity during Catholic Schools Week, we demonstrate our appreciation for our students, teachers, and

volunteers by holding special events throughout the week.

Saint Thomas the Apostle School has a successful Ambassador Program, which assigns an established mentor family to a new school family for support, and guidance to create a faith based community that fosters academic growth and spiritual maturity. By instilling this program, new families feel welcome and confident to continue their children's education at Saint Thomas. The C.A.R.E.S.(Children are Receiving Extended Services) after school program is offered to working parents who need child care. Teachers and staff operate this program, and parents are secure in the knowledge that their child is safe and well cared for in their absence.

Saint Thomas the Apostle School has a strong Home and School Association. They are responsible for seasonal parties in the classroom and other fun events for the students. The Home and School hosts the Back to School Wine and Cheese, Harvest Fest, Haunted House, Fashion Show, Gala, Race for Education, Breakfast with Santa, and Santa Secret Workshop. Saint Thomas the Apostle School's National Junior Honor Society and Student Council raises money for many organizations through events such as Hoops for Heart, which benefits the Red Cross, Milkshakes for Mock, which benefits the Billy Mock Foundation, food collections for the Saint Agnes Food Pantry. The NJHS and Student Council keep the school community informed of upcoming events through media televisions located in the school lobby and second floor hallway.

Dear to the hearts of the Saint Thomas community are The Billy Mock Foundation and Brielle's Buddies. Billy Mock was a Saint Thomas student diagnosed with brain cancer while in sixth grade. His valiant fight led to the creation of the foundation that awards scholarships, provides financial support to many families, and supports many local groups with the intent of improving the lives of others. Each year, the foundation holds events such as a run/walks and golf outing. Brielle's Buddies was created after another Saint Thomas student, Brielle Barber, was diagnosed with brain cancer at the age of two. An annual community run/walk is held to benefit the Grayson Saves Foundation for brain cancer research at Children's Hospital of Philadelphia. These foundations offer the opportunity for Saint Thomas school and parish to join as one to support both charities.

The Saint Thomas Knights of Columbus is actively involved to enhance the school and community. They are active participants in our First Holy Communion, Harvest Fest, Pancake Breakfast, and Foul Shooting Contest. The Knights award a monetary scholarship to an eighth grader at graduation who embodies the commitment to their school, church, community, and has exhibited academic achievement.

3. Professional Development:

Saint Thomas the Apostle School encourages students to be lifelong learners, and the faculty leads by example by pursuing continued professional education. This continuing education is imperative to be an accomplished educator. Workshops are provided through the Delaware County Intermediate Unit and the Archdiocese of Philadelphia. These workshops provide information on subject areas along with student and faculty safety procedures.

Most workshops center around the use of technology in the classroom to stay abreast of the continuous technological advancements. Each year, several teachers attend the Connelly Foundation Summer Technology program, which encompasses areas such as drones, robots, coding, design, and focuses on the advancement of Google-based applications. Attending these workshops help us to enhance and amend our Google-based teaching curriculum.

Saint Thomas the Apostle recognizes the importance of not only educational advancements but also safety. The educators, staff and school substitutes of Saint Thomas the Apostle School are trained in areas such as cyber-bullying, suicide prevention, and active shooter procedures. Saint Thomas the Apostle School has been fortunate to be trained by Drexel University and the FBI in these areas. Certification in cardiopulmonary resuscitation (CPR) certification is offered per annum to the faculty, staff, and administration.

At Saint Thomas the Apostle, the faculty and principal meet annually to analyze data from the TerraNova scores to assist in planning the curriculum for the year. The Archdiocese of Philadelphia provides professional development in this area. This information then helps the Saint Thomas the Apostle School educators to target the areas of need and improvement.

To obtain their 16 theology credits, educators take online catechetical instruction to further their Catholic identity. As a religious community, the faculty attends a yearly retreat where they discuss the core values of Catholic education.

The school considers continuous education paramount for all parties, so they encourage the faculty and staff to take part in various educational opportunities. Saint Thomas the Apostle School fully supports the faculty in furthering their education in their core subject areas by reimbursing them for the various workshops and online classes in which they partake. The school also provides their substitutes with some of the same training that the faculty and staff receive. Furthermore, veteran teachers act as mentors for newly hired teachers. Practicum students and student teachers from Neumann University are collaborated with teachers from Saint Thomas the Apostle School for field experience and mentoring opportunities. Saint Thomas the Apostle School believes that all school personnel should be well equipped to work with the students and the school provides many opportunities for them to do so.

4. School Leadership:

The leadership philosophy at Saint Thomas the Apostle School is based on collaboration and a concerted effort on the part of administration, staff, teachers, and parents in providing distinguished religious, spiritual, and educational programs for our students. The pastor is the steward of our community concerning the religious, spiritual, and financial needs of the school. The principal, designated by the pastor, is the spiritual and academic leader of the school as well as the supervisor of the faculty, staff, and students. The pastor and school are supported by a finance committee and a fundraising committee, both of whom assist in guiding the raising of funds and overseeing the financial responsibility and sustainability of the school and parish. The Dean of Students assists the principal with administrative duties and students' compliance of the handbook.

The pastor is extremely involved with the school and actively promotes the school at parish masses. As a steadfast supporter of the school, the pastor is a visible presence bringing Christ to the students. Parish support allows tuition to be reasonable for all students, and an endowment fund has been established to continue the ongoing support of the school.

The school principal strongly believes in working collaboratively with the pastor, faculty, and parents to provide excellence in academics in faith formation. There is regular communication between the school and families via Option C announcements, the school website, and through social media sites Facebook and Twitter. The principal is a strong proponent for bringing the latest advancements in technology for students to learn and use 21st century skills.

The Finance and Fundraising committees consist of parents, staff, and professionals in various fields such as finance, marketing, accounting, and other areas needed to maintain the focus and direction of the school. These committees foster a collaborative effort to grow, promote, and advance the mission of Saint Thomas the Apostle School.

The Dean of Students' main responsibility is to ensure that the students follow the policies and procedures as designated in the school handbook. The Dean is a member of the school Crisis Management team and the Positive Behavior System team. The Dean monitors attendance, oversees the lunchroom, and supervises the school day in the absence of the school principal.

The faculty, staff, and administration of Saint Thomas the Apostle School are committed to working collaboratively to grow, promote and advance the mission of Saint Thomas the Apostle School. The school's leadership establishes policies and programs that are rooted in student achievement and religious formation.

PART VI – STRATEGIES FOR ACADEMIC SUCCESS

Today, technology is found in every aspect of life. Incorporating technology has become a crucial aspect of education. A primary goal of Saint Thomas the Apostle School is the preparation of students for the real world and ever-changing technology. As a Google-based school, we incorporate technology across the curriculum using G Suite and its extensions. Every day, students can employ a broad spectrum of these technologies. Teachers are encouraged to use technology in the classroom daily and are required to implement a technology project each trimester.

Our students have a variety of tools at their disposal. Google Classroom offers the ability to organize assignments, collaborate with teachers and peers, view due dates, and submit assignments. It is an effective tool for both students and teachers. Teachers can post a differentiated assignment to students as needed, send absent students missed notes and assignments, and keep up with instruction on snow days by posting videos, discussion questions, and homework. This aids in maintaining the flow of academic goals and progress.

Other tools include Google Calendar, Forms, Slides, Sheets, Docs, Drive, Email, and Sites. Google Calendar is used to communicate with students as well as parents, keeping everyone updated and apprised on the daily activity in the classroom. Google Forms helps assess student understanding and progress; survey opinions gather information. Google Slides allow students to organize their research to make a presentation that strengthens oral communication skills. Google Sheets, Docs, and Drive allow students to write research papers, organize data from science/math experiments, and teaches students organizational skills. Google Email is a quick and easy communication mode for teachers, students, and parents. It is readily available for everyone to use as needed throughout the year. All teachers have a Google Site linked to the school website, which offers students and parents another source of information.

Our technology use is further enhanced by other innovative devices beyond G Suites and its extensions. This includes a 3D printer, HP Sprout, and a drone. With the 3D printer, students learn to design and scale objects, and in turn see the fruition of their creation when printed and painted. The Sprout is an all-in-one encompassing technology that empowers students to shape the physical and digital world in contemporary ways. The drone awakens student imaginations, offering a bird's eye view of their surrounding area; the drone allows them to see beyond their realm. By using all our technology devices, the students are empowered with real-world data to construct creative writing and make calculations.

Teachers enhance their lessons with the use of online extensions such as Kahoot, Aurasma, Quizizz, Adobe Spark, NearPod, Scratch, FlipGrid, and Quizlet. These sites allow teachers to heighten teaching techniques by presenting material in a different way, thus accommodating various learning styles.

As a result, graduates of Saint Thomas the Apostle School are empowered with an effective set of technological skills to face high school, college, and eventually, the workplace. Saint Thomas the Apostle School graduates are fully prepared to be successful in any future endeavors and to reach individual goals. This, along with strong academic skills and faith in God, allows these students to make a positive contribution to society.

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? \$6324
(School budget divided by enrollment)

4. What is the average financial aid per student? \$2800

5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 37%

6. What percentage of the student body receives scholarship assistance, including tuition reduction? 25%

PART VIII – ASSESSMENT RESULTS FOR NORM-REFERENCED TESTS

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: Terra Nova 3 with
In View

Grade: 3

Edition/Publication Year: 2011

Publisher: McGraw Hill
CTB

**Scores are reported here
as:** NCEs

School Year	2017-2018
Testing month	Mar
SCHOOL SCORES	
Average Score	72
Number of students tested	31
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: Terra Nova 3 with
In View

Grade: 4

Edition/Publication Year: 2011

Publisher: McGraw Hill
CTB

**Scores are reported here
as:** NCEs

School Year	2017-2018
Testing month	Mar
SCHOOL SCORES	
Average Score	72
Number of students tested	38
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: Terra Nova 3 with
In View

Grade: 5

Edition/Publication Year: 2011

Publisher: McGraw Hill
CTB

**Scores are reported here
as:** NCEs

School Year	2017-2018
Testing month	Mar
SCHOOL SCORES	
Average Score	90
Number of students tested	26
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: Terra Nova 3 with
In View

Grade: 6

Edition/Publication Year: 2011

Publisher: McGraw Hill
CTB

**Scores are reported here
as:** NCEs

School Year	2017-2018
Testing month	Mar
SCHOOL SCORES	
Average Score	74
Number of students tested	45
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: Terra Nova 3 with
In View

Grade: 7

Edition/Publication Year: 2011

Publisher: McGraw Hill
CTB

**Scores are reported here
as:** NCEs

School Year	2017-2018
Testing month	Mar
SCHOOL SCORES	
Average Score	83
Number of students tested	46
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA

Test: Terra Nova 3 with
In View

Grade: 3

Edition/Publication Year: 2011

Publisher: McGraw Hill
CTB

**Scores are reported here
as:** NCEs

School Year	2017-2018
Testing month	Mar
SCHOOL SCORES	
Average Score	69
Number of students tested	31
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA

Test: Terra Nova 3 with
In View

Grade: 4

Edition/Publication Year: 2011

Publisher: McGraw Hill
CTB

**Scores are reported here
as:** NCEs

School Year	2017-2018
Testing month	Mar
SCHOOL SCORES	
Average Score	70
Number of students tested	38
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA

Test: Terra Nova 3 with
In View

Grade: 5

Edition/Publication Year: 2011

Publisher: McGraw Hill
CTB

**Scores are reported here
as:** NCEs

School Year	2017-2018
Testing month	Mar
SCHOOL SCORES	
Average Score	77
Number of students tested	26
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA

Test: Terra Nova 3 with
In View

Grade: 6

Edition/Publication Year: 2011

Publisher: McGraw Hill
CTB

**Scores are reported here
as:** NCEs

School Year	2017-2018
Testing month	Mar
SCHOOL SCORES	
Average Score	76
Number of students tested	45
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA

Test: Terra Nova 3 with
In View

Grade: 7

Edition/Publication Year: 2011

Publisher: McGraw Hill
CTB

**Scores are reported here
as:** NCEs

School Year	2017-2018
Testing month	Mar
SCHOOL SCORES	
Average Score	70
Number of students tested	46
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES: