U.S. Department of Education
2016 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 Mrs. Elizabeth Cecelia Veneziale

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

Official School Name St. Philip Neri School

(As it should appear in the official records)

School Mailing Address 3015 Chestnut Street

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

City Lafayette Hill   State PA   Zip Code+4 (9 digits total) 19444-2048

County Montgomery

Telephone (610) 828-3082   Fax (610) 828-0930

Web site/URL   http://www.spnschool.org   E-mail venezialee@spnschool.org

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

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*Mrs. Debra Brillante   E-mail dbrillante@archphila.org

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Archdiocese of Philadelphia   Tel. (215) 587-3585

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 _____

(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. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)

2. The public school has met their state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) using the most recent accountability results available for the year prior to nomination.

3. To meet final eligibility, a public school must meet the state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) for the year in which they are nominated (2015-2016) and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.

5. The school has been in existence for five full years, that is, from at least September 2010 and each tested grade must have been part of the school for the past three years.

6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2011, 2012, 2013, 2014, or 2015.

7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.

8. The nominated school 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 (2015-2016) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district   0 Elementary schools (includes K-8)
   (per district designation):   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 with characteristics typical of an urban area
   [X] Suburban
   [ ] Small city or town in a rural area
   [ ] Rural

3. Number of students as of October 1, 2015 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	12	16	12
K	28	30	58
1	28	25	53
2	25	24	49
3	36	25	61
4	27	28	55
5	22	38	60
6	24	22	46
7	23	32	55
8	16	20	36
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	241	260	501

4. Racial/ethnic composition of   the school:

    0 % American Indian or Alaska Native
    1 % Asian
    1 % Black or African American
    1 % Hispanic or Latino
    0 % Native Hawaiian or Other Pacific Islander
    94 % White
    3 % Two or more races
    100 % Total

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

5. Student turnover, or mobility rate, during the 2014 – 2015 school year: 1%

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 *to* the school after October 1, 2014 until the end of the 2014-2015 school year	1
(2) Number of students who transferred *from* the school after October 1, 2014 until the end of the 2014-2015 school year	2
(3) Total of all transferred students [sum of rows (1) and (2)]	3
(4) Total number of students in the school as of October 1, 2014	481
(5) Total transferred students in row (3) divided by total students in row (4)	0.006
(6) Amount in row (5) multiplied by 100	1

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

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

7. Students eligible for free/reduced-priced meals: 1 %

Total number students who qualify: 5

8.   Students receiving special education services: 2 %
                                                       8 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.

1 Autism	1 Orthopedic Impairment
0 Deafness	1 Other Health Impaired
0 Deaf-Blindness	4 Specific Learning Disability
0 Emotional Disturbance	1 Speech or Language Impairment
0 Hearing Impairment	0 Traumatic Brain Injury
0 Mental Retardation	0 Visual Impairment Including Blindness
0 Multiple Disabilities	0 Developmentally Delayed

9.   Number of years the principal has been in her/his position at this school: 4

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	19
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	8
Paraprofessionals	5
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	4

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   26:1

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

Required Information	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011
Daily student attendance	96%	97%	96%	97%	97%
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 2015.

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 X

    If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school's mission or vision statement.

St. Philip Neri School strives to build a faith-filled community that incorporates a challenging academic curriculum meeting the physical, emotional and spiritual needs of students.

PART III – SUMMARY

The foundation of St. Philip Neri School is an unwavering commitment to a Christ-centered education and the academic, physical, social and spiritual development of the students entrusted to its care. With adherence to the teachings of Jesus Christ and the Roman Catholic Church, the school focuses intently on the development of the whole child, while infusing Gospel Values, such as honesty, compassion, forgiveness, mercy, peace, justice and equality, which are increasingly relevant for students of all faiths in today's world. With parents and teachers as co-educators, St. Philip Neri School enables students to actualize their potential, balance respect for self and others, serve their community and assume roles of leadership in a challenging and supportive environment which places high value on diverse and creative learning techniques.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

1. Core Curriculum:
St. Philip Neri School educates the whole child as rigor and relevance guide instruction to higher levels in core curriculum and enrichment areas. The school follows the Common Core State Standards for Math and English Language Arts (ELA) and the instructional guidelines established by the Archdiocese of Philadelphia. The faculty implements these standards for each grade level through a variety of instructional techniques focused on maximizing individual student success.

English Language Arts (ELA)
The English Language Arts Curriculum integrates reading, writing, speaking and listening, while supporting differentiated and cross-curricular instruction. As concepts become more complex, emphasis is placed on assimilation of ideas, inferential thinking and comprehension. Through Literature Circles, students explore various literary genres and engage in active dialogue about what they have read and discovered. Encouraged by their peers, students interpret and infer, make connections and build vocabulary. Through the use of leveled readers and trade books, students synthesize reading and writing skills. Students needing extra support receive small group instruction with a reading specialist through the Montgomery County Intermediate Unit (MCIU). Advanced students find additional opportunities to excel through programs such as Reading Olympics, "One School, One Book," spelling bee competitions and The William Jeanes Library annual book writing challenge, in which young authors submit their work for possible permanent inclusion in the community library.

Mathematics
The mathematics curriculum is systematic and sequential, following the Common Core State Standards. Students explore algebra, geometry, measurement, number sense, data analysis, graphing and computation, while applying rules, problem solving and using analytical and critical thinking skills. Teachers employ manipulatives and technology aids to differentiate instruction. The reinforcement of skills provides the alignment of curriculum and horizontal growth, while the spiraling of skill levels promotes vertical growth. The Archdiocesan Honors Math Program, a differentiated accelerated instruction for gifted students in grades five through eight, extends the math curriculum to cover high school Algebra 1. The MCIU provides small group instruction for students who need additional support in math. To promote long-term retention of mathematical concepts year over year, teachers utilize supplemental resources, such as Simple Solutions, Summer Solutions and math journals, throughout the grade levels. Most recently, St. Philip Neri School completed a renovation that features a dedicated classroom solely for math instruction.

Science
The science curriculum is inquiry-based and builds on students' natural curiosity. Students delve into a variety of topics including earth, space, life and physical science, as well as participate in STEM activities. Beginning in Pre-K, students have the opportunity to enjoy "hands-on" laboratory activities, digital microscopes and Discovery Education. A new state-of-the-art science lab provides students with opportunity to question, research, hypothesize, experiment, analyze and communicate. A mentoring program pairing older and younger students provides a fun and productive climate for collaborative exploration. Students participate in environmental conservation activities, such as recycling, celebrating Earth Day and the construction of an outdoor classroom. Annually, eighth grade students compete in a science fair. To engage students and accommodate diverse learning styles, local resources are leveraged, such as the Schuylkill Valley Nature Center or the Penn State Embryology Program, which allows for real-time observation of avian embryo development in the classroom. As an extension of the science curriculum, the Science Explorers program is offered as after-school enrichment for students in grades Pre-K through 5.

Social Studies
The social studies curriculum equips students with a knowledge and understanding of the past that provides a strong foundation for interpreting the present and planning for the future. Starting at the primary level, where neighborhoods and communities are explored, students broaden their view each year, eventually

developing a state, national and global perspective. Teachers promote reading, research, media literacy, collaborative discussions, critical thinking and real-world problem solving. Through hands-on learning and field trips, students foster cultural appreciation and evolve into global citizens. As a culminating activity of the social studies program, our 8th grade students bring the past to life for the entire student body through the creation of a "Living History Museum" that honors influential leaders from across the world.

Pre-K

The Pre-K program at St. Philip Neri School follows the guidelines of the Archdiocese of Philadelphia, aligning with the Pennsylvania Learning Standards for Early Childhood Education. Strengthened by Sadlier's "Investigator Club" program, children experience class meetings, small/whole group instruction, investigation stations and learning centers. High emphasis is placed on working independently. Children prepare for future learning through developmentally appropriate experiences within the frameworks of religion, Spanish, art, music, technology and physical education. Activities reinforce fine motor skills, listening skills, social interactions, prewriting, reading and math skills. These experiences contribute to the child's spiritual, intellectual, social, emotional and physical development.

2.   Other Curriculum Areas:

2. Other Curriculum Areas:
Religion
In grades Pre-K through 8, the religion curriculum follows the guidelines established by the Archdiocese of Philadelphia. This curriculum enhances students' lives and affirms the importance of living Christian values. Daily instruction focuses on the teachings of Jesus Christ, scripture, morality, church history, sacraments and faith formation. Weekly mass, sacramental preparation and daily prayer provide frequent opportunities to develop spiritually and build faith. The Prayer Partner Program fosters a special bond between primary and upper grade students, who meet seasonally and pray for each other daily throughout the entire school year. Student service hours and school-wide service projects propel faith into action.

Fine Arts
Weekly music and art education are paramount to achieving development of the whole child. The music curriculum broadens general knowledge of basic musical skills and concepts. In a new dedicated music classroom, students experience music through movement, singing, improvising and performing. Students gain a deeper appreciation of liturgy, culture and musical styles. The art curriculum introduces and develops skills while incorporating elements of art and principles of design using a variety of mediums. The art program develops creativity, builds artistic confidence and plants the seed that when nurtured, blossoms into lifelong appreciation of art – whether viewed in a museum or in nature. Students are offered fine arts enrichment activities through the Children's Choir, the school string and instrumental bands, the annual school musical, the Christmas show and the "Art Goes to School" program, whereby volunteers bring art directly into the classroom so students can observe and interpret various mediums and works.

Physical Education
Physical education promotes health and wellness, as well as a well-oiled connection between mind, body and spirit. A critical component of the quest to educate the whole child, the physical education curriculum provides a balanced program that teaches fundamental skills, games, sports, rhythm, dance and gymnastics in Pre-K through 8th grade on a weekly basis. Students participate yearly in the Presidential Fitness Challenge. Concepts in collaboration, team building and cooperation are underscored in group physical education. Wellness Wednesdays, Ping Pong competitions and the SPN Walking Club enhance the curriculum and demonstrate the overall benefits of healthy and active lifestyles.

Technology
Technology and its cross-curricular applications are intrinsic to an education at St. Philip Neri School. Students in grades Pre-K through 8th grade receive weekly technology instruction in accordance with Archdiocesan guidelines, which correlate with the National Technology Standards for Students (NETS). The school recently unveiled the La Hart/Petrokubi Technology Center, where students achieve proficiency in coding, strategic searching, blogging, pod casting, multi-media presentations, keyboarding and select Microsoft applications. Classrooms are equipped with iPads, Chrome books, Surface Tablets, laptops,

netbooks, desktops and interactive whiteboards. Students follow the Acceptable Use Policy, as well as the Nine Steps of Digital Citizenship, to promote safe and ethical use of the Internet and all other technologies. In 2015, the school underwent significant infrastructure improvements to increase Wi-Fi access and support technology's ever-growing and prominent role in daily instruction.

Spanish
St. Philip Neri School is in compliance with the program's foreign language requirements. Every student in Grades Pre-K to 8 receives weekly Spanish instruction as follows: Pre-K to 4th for 45 minutes, 5th through 7th for 55 minutes and 8th grade twice a week for a total of 110 minutes. The Spanish language program builds basic proficiency with an incremental curriculum balancing speaking, listening, reading, and writing in the Spanish language. In Pre-K through 3rd grade, students learn pronunciation skills and have the opportunity to explore listening and speaking through songs, actions and TPR (total physical response). In 4th, 5th and 6th grades, students focus more intently on communicative activities, cooperative practice and listening comprehension. In grades 7 and 8, the curriculum exposes students to key components of a high school Spanish Level 1 course, and material is introduced via units of a Level One textbook program and supplementary activities. Throughout all grade levels, students develop an appreciation for Hispanic cultures and most importantly, respect and recognize the increasing influence of these cultures in their own communities and regions.

3. Instructional Methods and Interventions:

3. Instructional Methods and Interventions:
St. Philip Neri School utilizes multiple teaching methods to maximize learning possibilities for all students. Teachers address the developmental level of students and strive to be student-centered by providing "hands-on" experiences, employing a holistic approach to learning and utilizing cooperative learning groups. Individual, flexible small groups and large group instruction develop skills. Centers, projects and cooperative grouping allow scaffolding of learning as students interact. Student tasks are rigorous and relevant. Differentiated instruction directs teaching to address varying learning styles and student abilities.

St. Philip Neri School recognizes that some students may require more intense academic support and teachers remain committed to identifying those students throughout the academic year. Students who require extra support in reading or math receive services from the MCIU. Teachers work collaboratively with the Unit support team to structure and design lessons that address individual needs and monitor student progress. Specialists are also provided for speech, language and counseling. The Peer Tutor Program also provides a unique opportunity for honor students to work one-on-one with students in grades 3 and 4.

St. Philip Neri School also harnesses the energy of those students who excel in math, and encourages them to explore more complex academic challenges. In accordance with the criteria established by the Archdiocese of Philadelphia, students in grades 5 through 8 are given the opportunity to participate daily in an Honors Math program. An Acuity Online Standardized Test is administered in June of the 8th grade year to ensure student achievement has been met and that these students can enter high school at the Algebra 2/Geometry level.

Technology is employed as an effective method in building individual skills in subject areas. Students investigate using networked computers, calculators and scientific materials. St. Philip Neri uses Web 2.0 tools, such as podcasting, blogs and Google Classroom, to improve collaboration between students and faculty. Instructional software and video clips via Discovery Education enhance the learning experience.

Community resources, including field trips, community speakers and guest performances, provide authentic experiences from which students draw as they build relationships and understand relevancy. Performance-based assessments, including projects, presentations, and portfolios provide meaningful measurements of learning, in addition to formal testing.

4.   Assessment for Instruction and Learning and Sharing Assessment Results:

4.   Assessment for Instruction and Learning and Sharing Assessment Results:
St. Philip Neri School annually administers the Terra Nova 3 Standardized Test, a nationally norm-referenced test published by CTB/McGraw-Hill, as well as the InView cognitive assessment to students in grades 3 through 7. Results generate a valuable snapshot of how students perform according to criteria in each subject area, as well as a picture of the overall strengths/weaknesses in school programs. The Terra Nova Home Report outlines the results and explanation of the test. Teachers regularly use publisher diagnostic materials, teacher generated assessments, listening/speaking activities, project-based learning, writing portfolios and daily classwork as a means of assessment. Data review highlights school strengths and weaknesses and helps develop strategies for improving instruction, program quality, staff development and support services.

The principal, teachers and the MCIU support staff meet frequently to track progress and determine if students require additional interventions or testing. As a result, insight is gained into student progress and adjustments are made as needed throughout the academic year. This multi-disciplinary team approach aids in providing a framework for improving and optimizing student performance.

Teachers frequently communicate academic achievement to parents and students using various methods. Parents and students have round-the-clock, yearlong access to an online communication system, My Students Progress (MSP), which provides a real-time view of student grades and assessments as the year progresses. At the end of each trimester, report cards are issued. To maintain an open line of communication, conferences between parents and teachers are held in the fall and as needed throughout the academic year. Student assessments, portfolios and writing pieces are maintained and available for parent review. These assessment and communication tools foster an incredible partnership between teachers and parents, who assume a vital role as co-educators. In lockstep, parents and teachers value accountability and a shared desire to watch students succeed and fulfill their individual potential.

St. Philip Neri School prides itself on its accomplishments and takes advantage of opportunities to share its success within its community. St. Philip Neri School student accomplishments are reflected in above average standardized test results. Our 8th grade graduates are consistently awarded scholarships to reputable college preparatory high schools. The Class of 2014 earned more than $300,000 in scholarships. These accomplishments are proudly shared with the parish and community through local newspapers, the parish bulletin, open houses, home and school meetings, the school website, the school Facebook page and the principal's newsletter. Last year, St. Philip Neri School hosted its Middle States accreditation team, providing an opportunity to highlight the school's accomplishments, points of differentiation and welcoming community. The school received Middle States Accreditation in October 2014.

1. **School Climate/Culture:**

1. School Climate/Culture
The building of St. Philip Neri School is a home, and the people inside are family. In that spirit, the school places significant priority on the nurturing of all members of the family in a safe and supportive environment that values individual contributions and talents. The student is the focus of the family, who work together to develop every facet of the student so that he/she graduates with a strong educational foundation to build upon in secondary school, a respect for self and others, a commitment to personal responsibility, a compassionate and service-minded heart, an understanding of his/her role in a global society and a strong Catholic faith that places God first.

Students have an opportunity to be active participants in creating a peaceful school environment. For example, students in grade 4 are trained to be peer mediators who actively resolve conflicts among younger peers who learn lifelong problem-solving techniques as a result. Eighth grade honor students participate in a peer tutoring program, bolstering the confidence of younger students while also bolstering their leadership skills and compassion for others. Students in grades 5-8 have the opportunity to participate in student government where they support service projects, continue beloved traditions and build bridges between students and faculty.

Students are empowered to enhance their own growth both inside and outside of school hours. Teachers create classroom experiences that place high value on participation and active dialogue so that students know that their opinions and thoughts have great worth. After-school enrichment activities allow students to explore their talents. As early as pre-kindergarten, students can participate in programs such as after-school cooking classes, Science Explorers, athletic teams, drama club, choir, art classes, the Girls on the Run 5K training program and scouting.

St. Philip Neri School exercises Christ-centered living. Students interact daily with their faith in prayer. Additionally, students actively engage in weekly liturgy, a Prayer Partner program that connects older and younger students in mindful prayer and special events (such as The Living Rosary), service projects and special religious holiday celebrations, such as an All Saints' Day presentation or a performance of The Living Stations.

Teachers are the engine of St. Philip Neri School. The school and parish demonstrates appreciation through annual luncheons, monetary donations for classroom expenses, contract signing bonuses, birthday recognition and holiday gifts, along with verbal and written expressions of gratitude.

2. **Engaging Families and Community:**

2. Engaging Families and Community
Collaboration between school, family and the community is the foundation that advances student potential and improves the St. Philip Neri School experience. Community service interweaves St. Philip Neri School students and its community members tightly. Robust, school-wide participation in service projects is the norm rather than the exception. Most recently, parents and students filled an entire school bus with goods to benefit a neighboring food bank in advance of the holidays. During Advent, the school adopts a neighboring inner-city school community whose families have urgent financial needs that may cause worry and stress during the holidays. Through monthly "Tag Days," St. Philip Neri families have donated thousands of dollars to benefit causes such as Lisa's Army, Juvenile Diabetes Research Foundation, Alex's Lemonade Stand Foundation, Lily's Hope and many more. Students bridge the gap between generations by visiting the elderly and celebrating Christmas liturgy with nursing home residents. These programs promote compassion and generosity among students and parents alike.

Individuals from the community share their time, talents and knowledge to broaden the perspective of students. A vibrant assembly program exposes students to different cultures, history and careers.

Community law enforcement officers present R.E.A.C.H, a drug and alcohol resistance program, to middle school students. Teachers and students from area high schools serve as judges in the annual 8th grade science fair. The drama club benefits from the expertise of Chestnut Hill College's renowned theater department and local artists. The "Art Goes to School" program exposes students to classic works of art and community members who inspire with their love of fine arts.

St. Philip Neri School partners with businesses within the community to benefit its educational program. Fueled by grants from the Connelly Foundation and local business J.P. Mascaro & Sons, the school purchased technology devices and will construct an outdoor classroom. Additionally, numerous companies participate in the St. Philip Neri gift card program, or "SCRIP," which provides financial rebates and tuition discounts.

Family-friendly activities highlight the year at St. Philip Neri School. The annual Fall Festival invites school families as well as members of the community to come together and celebrate the traditions of the season. The annual Children's Advent Mass offers another opportunity for the community to come together and get to know each other. Family Bingo Night, Trivia Night and the annual golf outing also provide opportunity for community collaboration in fundraising for school improvements and enhancements.

3. Professional Development:

3. Professional Development
Staff development is an integral component of the success of St. Philip Neri School. Teachers employ a variety of approaches to improve instruction, learning outcomes and student -- specific to grade or content.

Teachers attend graduate school, conferences with nationally-known speakers and the National Catholic Educational Association Convention. Teachers and administrators within the school serve on the Archdiocesan curriculum committees for early childhood and technology, participate in the Connelly PACT (Promoting Achievement through Classroom Technology) Summer Institute, the Arkema Science Teacher Program and serve as members of the International Reading Association. Workshops offered by the Archdiocese of Philadelphia and the MCIU are frequently attended by teachers. All first year teachers participate in the Pennsylvania Induction Program.

Internal staff development centers on particular school-wide goals and standardized test results. The Middle States Accreditation project and the Archdiocese of Philadelphia's emphasis on "rigor and relevance" drive staff development. During curriculum coordinator meetings, faculty meetings and research-based study groups, teachers learn and apply collaborative skills based on educational research. To keep teachers abreast of current educational topics, summer professional reading books are selected for collegial sharing at the start of each school year.

Ongoing staff development efforts at St. Philip Neri School assist teachers in providing a challenging, developmentally appropriate curriculum that engages students in integrative ways of thinking, while creating a supportive student environment and advancing the school mission.

4. School Leadership:

4. School Leadership
The pastor, principal, faculty and staff live the mission of the school. By their collective example, students witness leaders who embrace accountability, thrive on collaboration, share a common vision and communicate effectively. St. Philip Neri School is characterized by professionalism, collegiality and an uncompromising focus on fulfilling the student's highest individual potential.

As the spiritual leader of St. Philip Neri School, the pastor guides young disciples on their journey of faith. Through celebration of weekly Mass, monthly confessions and the reception of the sacraments, he serves as the example and promise of a Christ-centered life. He strives to make a personal connection with the students of St. Philip Neri School through his attendance at school functions, distribution of report cards

and approachable nature. Kindness is witnessed by his continued generosity to students. The pastor provides a religious role model for the students to emulate.

The principal ensures a safe school environment and works to provide a positive, supportive climate. As instructional leader of the school, the principal defines school policies and holds students accountable for words and actions. The principal wholeheartedly believes that all students can succeed and enhances their success by supporting the integration of new programs and technology. The principal relishes the opportunity to strengthen two-way communication with face-to-face encounters, phone calls, weekly newsletters and participation in parent committees. Parents are encouraged to foster dialogue. The principal nurtures relationships with core community organizations, such as The William Jeanes Memorial Library, as well as Whitemarsh Township officials and first responders.

The policies and procedures for the school are recommended by the Archdiocese of Philadelphia and the pastor ensures implementation. Policies specific to St. Philip Neri School are developed by the principal and faculty for the pastor to approve. Implementation of policies is aided by the home and school association, the parish finance committee and parents.

The faculty encourages creative thinking and student-centered exploration of curriculum. Serving as role models who put faith in action, faculty members encourage kindness, compassion and service to others. By creating classrooms where students are active learners, problem solvers and critical thinkers, the faculty builds a foundation for student success.

PART IV - Indicators of Academic Success
The practice that makes St. Philip Neri School successful is the establishment and regular communication of a set of high standards to which students, faculty and parents are held. These standards permeate the school environment and lay the groundwork for excellence academically, spiritually and socially.

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? $4850
   (School budget divided by enrollment)

4. What is the average financial aid per student? $1945

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

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

REFERENCED BY NATIONAL NORMS

Subject: Math	**Test:** Terra Nova 3
Grade: 3	**Edition/Publication Year:** 2012
Publisher: CTB/McGraw Hill	**Scores are reported here as:** Percentiles

School Year	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	70
Number of students tested	55
Percent of total students tested	100
Number of students alternatively assessed	
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
Grade: 4	**Edition/Publication Year:** 2012
Publisher: CTB/McGraw Hill	**Scores are reported here as:** Percentiles

School Year	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	74
Number of students tested	58
Percent of total students tested	100
Number of students alternatively assessed	
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:

Subject: Math	**Test:** Terra Nova 3
Grade: 5	**Edition/Publication Year:** 2012
Publisher: CTB/McGraw Hill	**Scores are reported here as:** Percentiles

School Year	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	86
Number of students tested	46
Percent of total students tested	100
Number of students alternatively assessed	
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:

Subject: Math	**Test:** Terra Nova 3
Grade: 6	**Edition/Publication Year:** 2012
Publisher: CTB/McGraw Hill	**Scores are reported here as:** Percentiles

School Year	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	79
Number of students tested	54
Percent of total students tested	100
Number of students alternatively assessed	
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:

Subject: Math	**Test:** Terra Nova 3
Grade: 7	**Edition/Publication Year:** 2012
Publisher: CTB/McGraw Hill	**Scores are reported here as:** Percentiles

School Year	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	87
Number of students tested	37
Percent of total students tested	100
Number of students alternatively assessed	
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:

Subject: Reading/ELA	**Test:** Terra Nova 3
Grade: 3	**Edition/Publication Year:** 2012
Publisher: CTB/McGraw Hill	**Scores are reported here as:** Percentiles

School Year	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	76
Number of students tested	55
Percent of total students tested	100
Number of students alternatively assessed	
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:

Subject: Reading/ELA	**Test:** Terra Nova 3
Grade: 4	**Edition/Publication Year:** 2012
Publisher: CTB/McGraw Hill	**Scores are reported here as:** Percentiles

School Year	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	78
Number of students tested	58
Percent of total students tested	100
Number of students alternatively assessed	
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:

Subject: Reading/ELA	**Test:** Terra Nova 3
Grade: 5	**Edition/Publication Year:** 2012
Publisher: CTB/McGraw Hill	**Scores are reported here as:** Percentiles

School Year	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	76
Number of students tested	46
Percent of total students tested	100
Number of students alternatively assessed	
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:

Subject: Reading/ELA	**Test:** Terra Nova 3
Grade: 6	**Edition/Publication Year:** 2012
Publisher: CTB/McGraw Hill	**Scores are reported here as:** Percentiles

School Year	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	81
Number of students tested	54
Percent of total students tested	100
Number of students alternatively assessed	
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:

Subject: Reading/ELA	**Test:** Terra Nova 3
Grade: 7	**Edition/Publication Year:** 2012
Publisher: CTB/McGraw Hill	**Scores are reported here as:** Percentiles

School Year	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	80
Number of students tested	37
Percent of total students tested	100
Number of students alternatively assessed	
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: