

2006-2007 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) Elementary Middle High K-12
Charter

Name of Principal Mrs. Carol A. Cary

Official School Name Saint Anastasia School

School Mailing Address 3309 West Chester Pike

Newtown Square PA 19073-4226

County Delaware State School Code Number* N/A

Telephone (610) 356-6225 Fax (610) 356-5748

Web site/URL www.saintannies.org E-mail ccary@saintannies.org

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Dr. Thomas F. O'Brien
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Archdiocese of Philadelphia Tel. (215) 587-3700

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

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson N/A
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

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

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

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2006-2007 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2001 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. 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.
7. 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.
8. 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

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: _____ Elementary schools
 _____ Middle schools
 _____ Junior high schools
 _____ High schools
 _____ Other
 _____ TOTAL
2. District Per Pupil Expenditure: _____
 Average State Per Pupil Expenditure: _____

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
 Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural
4. 5 yrs. Number of years the principal has been in her/his position at this school.
 _____ If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	38	62	80	7	27	37	64
K	36	31	67	8	38	31	69
1	35	32	67	9			
2	23	31	54	10			
3	42	30	72	11			
4	31	32	63	12			
5	40	29	69	Other			
6	29	35	64				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							669

[Throughout the document, round numbers 1 or higher to the nearest whole number. Use decimals to one place only if the number is below 1.]

6. Racial/ethnic composition of the school: 98 % White
1 % Black or African American
 % Hispanic or Latino
1 % Asian/Pacific Islander
 % American Indian/Alaskan Native
100% Total

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: _____ %

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year	0
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	0
(3)	Total of all transferred students [sum of rows (1) and (2)]	0
(4)	Total number of students in the school as of October 1	669
(5)	Total transferred students in row (3) divided by total students in row (4)	0
(6)	Amount in row (5) multiplied by 100	0

8. Limited English Proficient students in the school: 0 %
0 Total Number Limited English Proficient

Number of languages represented: _____
Specify languages:

9. Students eligible for free/reduced-priced meals: 0 %

Total number students who qualify: _____

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the federally supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

PART III - SUMMARY

Service is the first word that comes to mind at Saint Anastasia School. Hallmarks of the school's mission; service learning and servant leadership, are evident in the daily interactions among members of the learning community. At each grade level, and around each corner, the sights and symbols of service prevail. All members of the learning community function within the premise that the purpose of the school is to give glory to God in all things and to develop the individual spiritually, academically, emotionally, and socially.

Teachers come to school prepared to serve their students by planning lessons to meet the needs of their various learners through differentiated instruction. Students come to school prepared to engage in learning opportunities that better themselves and those around them. Administrators, teachers, and students understand that in service to one another, the entire organization is lifted to new heights. To serve first, then to lead, is the message that permeates throughout the school community.

The school enjoys a rich history steeped in Catholic values and traditions. Throughout its 80 years, Saint Anastasia School in Newtown Square, Pennsylvania, a suburb of Philadelphia, has provided the community with a visible sign of its academic excellence and spiritual depth. Today, the school serves 669 students in pre-kindergarten through eighth grade in an atmosphere that nurtures the development of character, compassion, and commitment within the context of service and servanthood.

Committed to service, teachers, students, and parents undertake projects in the local community as well as the extended community that enrich the lives of others. Through service learning activities at neighboring nursing homes, retirement homes, special programs schools, homeless shelters, food kitchens, and at other institutions and for individuals, the members of the school community build character, gain compassion for others, strengthen their organizational and task-oriented skills, and build interpersonal and intrapersonal skills.

Committed to academic excellence, teachers encourage students and students encourage one another to go beyond the expectation; to set goals that exceed the reach. Teachers proactively plan instruction based on learner profiles and readiness in order to stretch the learners' potential. This is demonstrated in learning circles, pair-share opportunities, peer assessment, open Socratic dialogue, and self-reflection. Differentiated instruction, technology integration, and service learning provide opportunities for students to develop skills necessary for them to succeed in their twenty-first century world.

Each day at Saint Anastasia School, students and teachers are seen helping one another in quiet ways such as holding a door, reaching for a dropped item, serving as a homework buddy or science team member, being a mentor, a friend, or a facilitator. Through this great desire to serve, servant leadership develops along with strength of character and academic accomplishment. Saint Anastasia School is a living symbol of the celebration of what is right with the world today and what can continue to be right as it carries its mission to future generations of learners.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results

Saint Anastasia School administers *Terra Nova, the Second Edition Complete Battery Plus* and *In View* standardized tests to students in grades three through eight each year. Students in grade two are tested using *Terra Nova, the Second Edition Complete Battery*. *Terra Nova* is a national norm referenced test. Through a decision of the school faculty and administration, all students in grades two through eight are tested each year. The testing provides administrators, teachers, and parents, with valuable information regarding the strengths and deficiencies of individual students and well as the overall strengths and deficiencies in school programs and curriculum goals.

The reading component of the test measures various objectives such as basic understanding, analyzing text, identifying reading strategies, evaluating and extending meaning, and understanding word meaning. The math component measures the following objectives: number and numerical relations, computation and estimation, geometry and spatial sense, patterns, functions, and algebra. Test results indicate that the students score in the above average range in the areas of reading and math.

The students' scores are above the school mean of NCE at the 90 percentile of National School Norms as listed in the guidelines of the Council of American Private Education (CAPE). The school wide test scores indicate that student achievement increases as students progress from grade to grade.

Comparison scores across the county in which the school is located, and within the Archdiocese of Philadelphia, indicate that obtained scores exceed anticipated scores, therefore resulting in significant growth in achievement compared with cognitive ability.

2. Using Assessment Results

Saint Anastasia School uses assessment results to improve student learning, to guide staff development, and improve school performance. Upon receipt of the standardized *Terra Nova* testing results each year, teachers and administrators work together to review school wide patterns of strength and deficiency. From that review, action research is implemented to determine ways to improve deficient performance and ways to sustain areas of strength. Curriculum coordinators gather with their subject area personnel to review their content areas and to discuss strategies for focus area improvements. Grade level teams meet to assess the individual growth made by their students. Using all of the *Terra Nova* testing results, teachers plan instruction and assessment to meet individual and school wide goals.

The 2005-2006 school results indicated a need for further growth in the area of vocabulary development. Using the data from *Terra Nova*, materials were purchased and staff development occurred that focused on improvement of vocabulary and word attack skills.

Data-driven decision making in order to improve school performance has been of great value to Saint Anastasia School.

3. Communicating Assessment Results

Saint Anastasia School communicates student performance and assessment data to parents, students, and the community in an atmosphere of open dialogue and reflection for the purpose of continuous improvement. With this premise, the standardized test results are communicated at an open forum of the Home and School Association, where the principal explains, in detail, the results and the implications of the results. Following the general session, classroom teachers meet with parents to review the assessment data of their students, and teachers meet with students to set goals and relate the assessment data to the students' goals.

Realizing that the standardized test is a snapshot of the student's progress, Saint Anastasia School ensures that all students and parents understand that there are many factors that contribute to school success. Art work, music performances, athletic prowess, written reports, oral and dramatic presentations, and technological skills are celebrated and recognized regularly for their value.

Parents and students have ongoing access to student grading and assessment results across all subject areas through the River Valley School Grading Management System. Within 72 hours of an assessment, the scores are posted on a secure online site for parents and students to access. This allows for continual monitoring of student progress by both the student and the parent. Additionally, students and parents have access to www.schoolnotes.com where teachers post their class academic, social, and service achievements. The school's live internet audio broadcast station, (found at www.saintannies.org) hosted by seventh and eighth grade students, is the newest model for communication of success to the community.

Saint Anastasia School communicates its progress via the school's website, open houses for current and prospective families, through "cup of coffee" meetings the principal holds with individual parents, and through two special annual information-sharing forums; "first grade focus" and "middle school mania."

4. Sharing Success

Saint Anastasia School, with its new facility, has become a host site for various activities that promote collaboration and sharing among teachers and administrators from both public and private sectors. A model for the community, the school hosted a middle states reaccreditation team two years ago at a colloquium on implementing differentiated instruction at Saint Anastasia School. The school is a host site for principals of the Archdiocese of Philadelphia who are learning the supervision method of classroom walk-through, for early education teachers who meet in "share-n-tell" gatherings to discuss early education topics, for teachers from both public and private schools requesting technology staff development, and for student teachers from local colleges and universities seeking to observe a highly successful school environment.

Furthermore, the administrator attends principal meetings to share school success, attends meetings of the township caring coalition to share school success, is a member of the county's principals' association, and is an active member of the district attorney's safe schools summit programs.

All members of the school community realize the value of sharing school success and teachers participate in opportunities to represent their school.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum

Saint Anastasia School implements the curriculum of the Archdiocese of Philadelphia and the Pennsylvania State Standards. In pursuit of educating the whole child, the school practices the integration of art, music, physical education, media resources and technology, into the core curriculum areas, ensuring rigor and relevance in all curricular areas.

Catholic faith formation of the individual is the focus of the religion curriculum. Students learn to give glory to God in all things, to proclaim the Gospel of Jesus Christ, and to live out God's word in their lives. Students plan and participate in various liturgical celebrations throughout the school year.

The school's language arts program is an integrated approach that includes reading, writing, speaking, spelling, phonics, and grammar. The reading program supports differentiated instruction. Saint Anastasia School uses *Accelerated Reader*, a program that supports the needs of various levels of readers by offering a differentiated approach to reading choices available to students outside of the basic reading series. The school's media center is a "Power Library," a designation given to Pennsylvania libraries that have access to all university and public library resources throughout the state. The school's unique internet radio station (Saint Anastasia School Radio -SASR) affords students opportunities to practice their language arts skills as they host radio shows, write content and public service announcements, and conduct interviews.

The math curriculum focuses on the mastery of skills within the context of relevance to the students' world. Application of geometry, algebraic thinking, measurement, computation, number sense, and problem solving is the focus of daily activities in the math classroom. The *Accelerated Math* program provides for differentiated instruction to meet the needs of a variety of learners, and the Archdiocesan Honors Math Program, available for students in grades four through eight, meets the needs of the exceptionally gifted students.

The science curriculum focuses on process learning in the school's fully operational science laboratory. Students experiment with scientific principles using digital microscopes, interactive laser technology; *Windows on Science*, and the school's science study pond. Students use laptop computers as they collect data using scientific probes in order to generate statistical conclusions. The school participates in the Pennsylvania Junior Academy of Science and students have received numerous science awards in local and statewide competitions.

Students develop social consciousness as a result of the social studies curriculum. Students learn to make connections to their world in order to fully understand how they may serve others. With service as their focus, they plan and implement service projects to help local and worldwide organizations.

Spanish, taught in grades one through seven, Latin, taught in grade eight, and art education complete the Saint Anastasia School experience. Students enjoy the richness of the arts and world language programs as they express themselves in differentiated classrooms.

2a. Reading

Saint Anastasia School students read. With reading as a primary focus, teachers plan opportunities for students to read aloud, silently, as a group, independently, as part of pair-share activities, and as part of literature circles. The Archdiocese of Philadelphia curriculum guidelines include the integration of reading and writing. In order to successfully integrate the curriculum areas, Saint Anastasia School carefully selected a reading series that provides all components of the reading and writing processes within a supportive program of differentiated instruction. The comprehensive literacy program employed at Saint Anastasia School engages students as they learn the relationships among reading, language, and thought. Classrooms are self contained in Kindergarten through third grade and reading is implemented using an integrated reading series to develop vocabulary, grammar, phonetic skills, spelling and reading skills. Grades four through eight are departmentalized and a block schedule is used to aid the integration of language arts. In addition to the reading series, students study trade books and novels to develop their thinking, writing, and reading skills.

The media center/library with over 8,000 books and over 1,000 *Accelerated Reader* quizzes is an inviting and a productive place for students. The technology lab, adjacent to the media center, provides students with access to the internet and computer software. Students can be found independently writing, editing, creating web pages, and completing projects throughout the day.

The internet radio station provides students with a real world application for the use of their language/reading skills. By writing content, hosting live programming, updating the station's web page, conducting interviews, and writing and producing the weekly Gospel message, students become independent thinkers and learners while serving the school and local communities. Students and teachers understand the importance of language arts and continuously model its value.

3. Additional Curriculum Area: Mathematics

The Saint Anastasia School math curriculum is taught in accordance with the Archdiocesan Curriculum guidelines and the Pennsylvania State Standards. In a spiral curriculum, students progress through topics that develop their skills in number and spatial sense, estimation, measurement, algebra, and geometry. Using differentiated instructional techniques, teachers proactively plan lessons to meet the needs of the individuals in front of them. Whether gifted learners, or struggling learners, teachers strive to help each student become successful and meet his/her potential. Mathematic concepts are integrated across curriculum areas especially in the arts, sciences, and music programs. Students investigate math through journal writing, problem solving, experimentation, and even through composing an opera (eighth grade only).

In pursuit of the school's mission, to educate the whole child, to see the individual as a gift from God, and to develop servant leaders, students are taught how mathematic concepts affect them and their world. Saint Anastasia school students are encouraged to discover and learn, to grow and respond, and to serve others through the gift of their education.

4. Instructional Methods.

With its focus on differentiated instruction, Saint Anastasia School employs instructional methods that are designed to meet the needs of individual learners and move them forward in productive, challenging, and student-centered ways. Understanding that all students learn differently based on interest, readiness, and learning profile, teachers proactively plan instruction with the learners in mind. Teachers integrate direct instruction, questioning, Socratic discussion, tiered activities, menus and choices, demonstration, inquiry, discovery, simulation, role-playing, learning centers, and cooperative activities. Students' tasks are rigorous and relevant. They create documentaries, video journals, written journals, compose songs, write poetry and prose, invent, design, conduct experiments, make maps, charts, and graphs, communicate ideas, debate, present using technology, and participate in Junior Achievement's Exchange City, Pennsylvania Academy of Science's Science Fair, Math Counts contests, spelling bees, essay and art contests, and Archdiocesan Honors Chorus and Honors Band programs. All of these activities provide opportunities for differentiation and for students to demonstrate their learning in their preferred learning style.

Classrooms are places where students can explore using manipulatives, books, calculators, scientific materials, computers, Smartboards, and a variety of other educational materials. In the gymnasium, students use equipment to build skills and develop agility. In the art classroom, students are exposed to the works of great artists as students take virtual museum tours then create their own art work in the style of the great artists. In music class, the instructor uses the Orff Schulwerk approach to music education as students beat out rhythms on percussion instruments. In the media center, students are engaged in learning as they write, edit, and organize for the yearbook, the school newspaper, the radio station, the school website and the parent weekly email communication. Students are involved in their instruction and teachers employ a variety of methods to meet the needs of the individual students.

5. Professional Development

The faculty of Saint Anastasia School engages in numerous staff development opportunities within the premise of differentiated staff development. Just as teachers differentiate instruction for individual learners, teachers are encouraged by the administration to choose staff development opportunities to meet the needs of the individual teacher. Under Pennsylvania Act 48, teachers are required to accrue 180 in-service hours over 5 years. Using the resources and activities offered by the Archdiocese of Philadelphia Office of Catholic Education and the Delaware County Intermediate Unit, the teachers select professional development programs that they believe will improve student learning in their own classrooms. Additionally, the school offers school wide staff development each year in order to help meet school wide goals. Each member of the faculty serves on a curriculum team. Some serve on national middle states teams, and others on Archdiocesan curriculum committees. Teachers and administration both realize the importance of ongoing professional development that is relevant and differentiated.

PART VI - PRIVATE SCHOOL ADDENDUM

The purpose of this addendum is to obtain additional information from private schools as noted below. Attach the completed addendum to the end of the application, before the assessment data tables. Delete if not used.

1. Private school association(s): National Catholic Education Association (NCEA), Association for Supervision Curriculum Development (ASCD)
2. Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes X No _____
3. What are the 2006-2007 tuition rates, by grade? (Do not include room, board, or fees.) In parish-

$\frac{\$2172}{K}$ $\frac{\$2172}{1^{st}}$ $\frac{\$2172}{2^{nd}}$ $\frac{\$2172}{3^{rd}}$ $\frac{\$2172}{4^{th}}$ $\frac{\$2172}{5^{th}}$

$\frac{\$2172}{6^{th}}$ $\frac{\$2172}{7^{th}}$ $\frac{\$2172}{8^{th}}$

\$3200
 Other- out of parish tuition 1-8

4. What is the educational cost per student? \$ 3731
 (School budget divided by enrollment)
5. What is the average financial aid per student? \$ 0
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 0 %
7. What percentage of the student body receives scholarship assistance, including tuition reduction? 0 %

PART VII - ASSESSMENT RESULTS FOR SAINT ANASTASIA SCHOOL

Subject Reading and Mathematics Grades 2-8 Test Terra Nova Edition/Publication Year Second Edition, 2001
 Publisher CTB/McGraw Hill Scores are reported here as Percentiles

Year	2005-2006	2004-2005	2003-2004
Month Tested	October	October	October
Grade 8			
Reading	80	78	82
Mathematics	83	83	85
Number of students tested	48	62	67
Percent of students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
Grade 7			
Reading	78	77	81
Mathematics	76	76	83
Number of students tested	73	53	70
Percent of students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
Grade 6			
Reading	78	77	79
Mathematics	81	76	79
Number of students tested	73	73	71
Percent of students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
Grade 5			
Reading	80	85	76
Mathematics	81	84	77
Number of students tested	73	73	61
Percent of students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
Grade 4			
Reading	76	81	79
Mathematics	82	82	77
Number of students tested	70	75	81
Percent of students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
Month Tested	March	March	March
Grade 3			
Reading	76	77	80
Mathematics	79	76	82
Number of students tested	64	71	73
Percent of students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
Grade 2			
Reading	76	76	77
Mathematics	77	80	82
Number of students tested	70	66	74
Percent of students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0