

U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

Type of School: (Check all that apply) Elementary Middle High K-12 Other
 Charter Title I Magnet Choice

Name of Principal: Ms. Miriam Havey

Official School Name: Epiphany of Our Lord School

School Mailing Address:
3040 Walton Road
Plymouth Meeting, PA 19462-2361

County: Montgomery State School Code Number*:

Telephone: (610) 825-0160 Fax: (610) 825-0460

Web site/URL: www.eols.org E-mail: havey.principal@eols.org

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

_____ Date _____
(Principal's Signature)

Name of Superintendent*:

District Name: Colonial School District Tel: (610) 834-6094

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

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Ms. Erin Friday

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

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

**Private Schools: If the information requested is not applicable, write N/A in the space.*
Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

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 one or more of 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.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals 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 and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. 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.
8. 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.
9. 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.
10. 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)

Does not apply to private schools

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. 22 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	22	17	39	7	9	12	21
K	5	7	12	8	14	9	23
1	16	9	25	9			0
2	6	4	10	10			0
3	7	10	17	11			0
4	4	13	17	12			0
5	8	7	15	Other			0
6	10	8	18				
TOTAL STUDENTS IN THE APPLYING SCHOOL							197

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
3 % Asian
1 % Black or African American
1 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
95 % White
0 % Two or more races
100 % **Total**

Only the seven standard categories should be used in reporting 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.

7. Student turnover, or mobility rate, during the past year: 2 %

This rate is 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.	2
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	3
(3)	Total of all transferred students [sum of rows (1) and (2)].	5
(4)	Total number of students in the school as of October 1.	212
(5)	Total transferred students in row (3) divided by total students in row (4).	0.024
(6)	Amount in row (5) multiplied by 100.	2.358

8. Limited English proficient students in the school: 2 %

Total number limited English proficient 4

Number of languages represented: 2

Specify languages:

Korean and Spanish

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

Total number students who qualify: 1

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 free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 10 %

Total Number of Students Served: 20

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>1</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>0</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>13</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>6</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>11</u>	<u>5</u>
Special resource teachers/specialists	<u>0</u>	<u>2</u>
Paraprofessionals	<u>0</u>	<u>0</u>
Support staff	<u>0</u>	<u>2</u>
Total number	<u>12</u>	<u>9</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 16 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	96%	96%	96%	97%	97%
Daily teacher attendance	92%	97%	95%	97%	94%
Teacher turnover rate	17%	28%	16%	0%	13%

Please provide all explanations below.

Teacher Attendance under 95% -

- 07-08 - 2 pregnancies
- 03-04 - teacher resignation in September

Teacher Turnover -

- 04-05 - teacher resigned to enter business world
- 05-06 - 2 teachers retired
- 06-07 - 1 teacher asked not to return, 1 transfer to a closer school, 1 teacher resigned for medical reasons

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	<u>0</u>
Enrolled in a 4-year college or university	<u>0</u> %
Enrolled in a community college	<u>0</u> %
Enrolled in vocational training	<u>0</u> %
Found employment	<u>0</u> %
Military service	<u>0</u> %
Other (travel, staying home, etc.)	<u>0</u> %
Unknown	<u>0</u> %
Total	<u>100</u> %

PART III - SUMMARY

Epiphany of Our Lord School prepares its students to survive and thrive in a constantly changing world by fostering attitudes that emphasize Christian behavior, and by increasing awareness of the needs and concerns of the global community. A tour of our school reveals teachers, staff, and students committed to the belief that we are indeed "Companions on a Journey".

Upon entering the building, guests are struck by three things. First, there is sure to be evidence of our latest service project near the main office. As citizens of the global community, we endeavor to engage our students' service to those in need through a variety of service projects throughout the school year.

Second, our guests will note postings sharing good news about current students and alumni. Our students consistently score in the above average range of the Terra Nova Tests. Thus, a significant number are candidates for the Johns Hopkins Talent Search. Student academic achievements also include scholarships and grants to local private and parochial high schools. The faculty also encourages participation in a variety of contests throughout the school year. Our students have recently been awarded honors in several contests in recognition of their academic and creative abilities.

Third, the halls are saturated with school-wide themes that celebrate cultural diversity, study environmental concerns and enlarge upon scientific topics. These cooperative learning ventures inspire a sense of excitement in our students and generate interest in a wide range of studies.

In our preschool program, guests enjoy observing as our teachers and aides strive to role-model appropriate social interaction and problem solving skills by close personal involvement in the children's play. We offer a program based on a series of high-interest themes incorporating activities that appeal to individual learning styles.

Arriving in our primary school area, guests encounter teachers who promote the spiritual, emotional, intellectual, physical and social growth of our young children. A positive self-image, as well as respect for others, is developed through practicing and modeling our Catholic beliefs. Personal and social development along with a love of learning is the goal for the young children in the primary grades.

Guests will note that our intermediate program begins in Grade 4 with a steady emphasis on increased self reliance. Starting in Grade 5, the curriculum subject areas are presented by a team of teachers who stress higher level thinking skills such as analysis, synthesis, and evaluation.

All students in grades K-8 receive instruction in language arts, mathematics, social studies, science, religion, Italian, gym, art, music, library, and technology on a daily or weekly basis as part of our effort to educate the whole child. We continue to investigate and utilize ways to integrate educational technology into classroom instruction. Students have access to computers in the pre-k 4 through 8th grade classrooms, in the computer lab, and through the use of the laptop carts which connect them to the building wide network.

Near the gym is evidence of our proud athletic tradition. The majority of our students enjoy participation in the CYO sports program. Several seasons have culminated in championships and tournament play. Individuals have also been selected as All Stars.

During a visit to Epiphany, a guest is likely to be entertained by music played by the students who participate in our school band. We offer instrumental instruction to students beginning in third grade. Students have merited places in the Archdiocesan Choral Festival and in the Archdiocesan Band and Jazz Band as well as vocal scholarships to local high schools.

Throughout the year, there are a variety of opportunities for our students to share their talent and interests with guests and the community. The annual Science Expo allows our children to use the scientific method, to share the results of investigative inquiry and to demonstrate understanding of scientific concepts. Students perform in the school's annual Christmas Show and in the Spring Talent Show to showcase their talents in the performing arts. Individual classes entertain parents and friends with skits, plays, musical performances and poetry readings.

Guests leave our building with a sense of our commitment to being a community of faith, service, and scholarship.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

Epiphany of Our Lord School's assessment results are derived from the results of TerraNova, The Second Addition. The TerraNova test is a national, norm-referenced test, which is administered to the students in grades four through eight in the fall and grades two and three in the spring. The reading test measures a variety of objectives including basic understanding, analyzing text, word meaning, identifying reading strategies, evaluating, and extending meaning. The math portion of the test measures 16 objectives including: number and numerical relations, computation and estimation, geometry and spatial sense, patterns, functions, and algebra.

Using the Student Percentile Equivalent for the 90th School Percentile, it has been determined the our scores fall solidly above the 90th percentile with Median National Percentiles of 88.9 in reading and 90.9 in math for the 8th grade for test scores dated 10/16/07, which are the most recent scores available. In addition, averages for those scores over the last five years place Epiphany of Our Lord School's 8th graders in the 90th percentile. For the past 5 years, 100% of students in grades 2-8 took the TerraNova test. There were no students excluded from testing. Prior to the 2006-2007 school year, the students in grades 7 and 5 did not take the TerraNova test. Due to clerical error, the scores for 6th grade for 2003-2004 and for 4th grade for 2002-2003 are unavailable.

These results are due to the hard work of the students and exceptional teaching by the faculty. These scores routinely exceed the averages for Montgomery County as well as the Archdiocese of Philadelphia.

2. **Using Assessment Results:**

The TerraNova test is used to identify each child's strengths as well as areas in need of improvement. Through careful analysis of test results, the faculty can determine which students are working up to their potential and which students are in need of additional support and/or motivation. When indicated by test results and classroom performance, students are referred for evaluation and support services. For students demonstrating superior mastery in specific areas, modification of their classroom placement in that area is considered. For example, students who meet the Archdiocese requirements on standardized testing in math are recommended for participation in the Honor's Math program.

Test results provide the faculty with insight into the make-up of each class. Based on those results, the faculty makes decisions about seating arrangements and grouping students so that each student can benefit from the classroom environment. Additionally, based on the class's overall performance in each subtest, the faculty can set a suitable pace for instruction for each class.

The results of the TerraNova results reflect the effectiveness and end result of the curriculum that was in place during the previous year. Therefore, by looking at the results, the faculty can determine where mastery has taken place as well as where more emphasis is needed. While the faculty does not 'teach to the test', they do reconsider the time spent on individual topics and skills to be sure that the students have every opportunity to succeed. Standardized test results affect the purchase of curriculum materials, such as the recent purchase of a new reading series, as well. Finally, the results of TerraNova testing are reported to the Archdiocese so that it, too, can use them to reflect on the effectiveness of Archdiocese-wide curriculum decisions.

By identifying areas of success and those in need of improvement, the faculty can make decisions about which techniques and topics to continue as well as areas where more emphasis is needed. Specifically, a teacher may modify her testing style to give her students more experience with certain types of test questions

or testing techniques. Through this reflection, the faculty constantly strives to improve its service to our students.

3. Communicating Assessment Results:

The faculty is proud and happy to communicate our standardized test results with the community. Parents are informed of their child's test results using the form for parents provided by CTB McGraw-Hill, publisher of TerraNova, the Section Edition. These results are discussed during parent/teacher conferences. As needed, teachers may also use phone conferences or e-mail to inform parents of their child's strengths and weaknesses.

The faculty sends all assessment tools home to parents for their review. In most cases, parents are asked to sign assessments to be sure that they are kept informed of the child's progress. Many teachers send home a weekly 'test folder' so parents can discuss test results with their children. In instances when a pattern is observed, the faculty sends home progress reports and/or requests conferences with a child and his/her parents to discuss reasons for success or new strategies to promote improvement in the student's test scores.

An information packet is available to anyone interested in learning more about our school. In it one can gain a more complete understanding of our school as a whole, including a comparison of recent standardized test scores with those of other schools, both public and private, in our area.

We are proud to announce good news about student performance, such as our Johns Hopkins Scholars, scholarship recipients and other award winners on the marquee in front of the school and in the church bulletin. Our weekly 'family envelope' contains a newsletter sharing good news with the parents of our students. Our school website (www.eols.org) provides a wealth of information to visitors about our students' academic achievements. Students are kept informed of current students and alumni successes during daily school-wide announcements.

4. Sharing Success:

We share our success with the community in a number of ways. Our principal and faculty meets regularly with peers throughout the Archdiocese to discuss a variety of topics and to brainstorm solutions to challenges faced by educators. We welcome student teachers and interns to offer them first hand experience in a school setting. Professionals from other schools have been welcomed in our school to discuss our experiences and how they may benefit their school's environment.

Student projects are displayed throughout the school, especially during Catholic Schools Week, when we host one of several open houses during which we invite the community to visit our school. Our students participate in a number of competitions which allow them to demonstrate their talents and achievements to students from other schools and the community at large. Students participate in our Science Expo to demonstrate their interest and mastery of science to other students and the community. We are proud to be represented at Lansdale Catholic's Science Bowl, the Montgomery County Envirothon, and many area spelling bees and poster contests. Our artists' work is displayed during the book fair and ice cream social sponsored by our Arts and Literature Committee. Recently, selected pieces of their work were also on display at the Norristown Library as part of an event celebrating teaching the arts in local schools. Our music students proudly participate in many area wide events such as the Archdiocese Band Concert and Archdiocese Choir.

Our students are required to do community service as part of the sacramental preparation. Therefore, members of the community benefit from successful teaching of the concept that we are one global community. When our Student Council learns of individuals, schools, or groups in need, they mobilize their forces to raise

awareness and support of that cause. A specific example is an annual 'dress down' day during which students are allowed to come to school out of uniform in exchange for a donation to the Juvenile Diabetes Foundation. This event began when a second grade student was diagnosed with juvenile diabetes. Though that student has since graduated from Epiphany, the tradition continues as a sign of support for her and her family.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Reading, writing, listening and speaking skills are developed through an integrated language arts (ILA) program. Students are exposed to a variety of literary genres through the use of a reading series and selected trade books. Teachers use these books to teach vocabulary, writing, and reading comprehension. In the primary grades, students explore language by writing from the very beginning. Reading skills are taught by a combination of whole word and phonetic lessons. As children begin to master the use of language, they are encouraged to apply that mastery to variety of creative writing assignments that challenge students to improve their ability to produce high quality work. The emphasis on appreciation of literature and the ability to write well continues in the upper grades. Students are required to produce a variety of writing projects, such as book reports, poetry, and term papers. Lessons in vocabulary, grammar, spelling, and comprehension are taught with the expectation that these lessons will be applied to writing projects and reading assignments.

In the primary grades our Mathematics program teaches basic computation facts and skills, time, money, problem solving and elementary geometry. As the children master these concepts, Mathematics instruction further develops into the children's use of fractions, decimals, problem-solving and consumer math. In the middle grades, Mathematics stresses operations with whole numbers, fractions, decimals, and percents promoting higher level thinking skills in problem solving and computation. The students are grouped homogeneously which allows the Honor's Math classes to move at an accelerated pace. We use graphing calculators and the internet to make use of technology to supplement students' classroom experiences. In the upper grades, emphasis is placed on whole numbers and decimals, fractions, consumer mathematics, probability, rational number theory, statistics, calculator proficiency, equations, inequalities, integers, area and perimeter, pre-algebra and algebra.

In the primary grades, Science and Social Studies are linked to seasonal and reading themes that encourage exploration and discovery. The students' study of Life, Physical, and Earth Sciences is enhanced by group interaction and labs correlated to the lessons taught in the classroom. Projects such as the first grade "Flat Stanley" project and second grade astronomy project offer students the opportunity to learn from one another. The fourth grade science curriculum includes a unit on embryology. The Science curriculum for the upper grades continues to cover Life, Earth, and Physical Science. Students are provided with opportunities to explore and experience science through lab activities, Windows on Science, wireless laptop carts, computers and software to do research and complete projects. The scientific method of problem solving is used at all levels.

In the middle grades, the children focus on increasing their knowledge about Pennsylvania in Social Studies. The learning continues in fifth grade as geography skills are applied first to Pennsylvania and then to the nations of the Western and Eastern Hemisphere. Students gain a wealth of knowledge as they enjoy cultural experiences for many of the countries they are studying which are provided by families with ties to those countries. In the upper grades, the students' study of American History from the time of discovery and exploration to the 1960s is the focus of the Social Studies curriculum.

A love and appreciation for art is encouraged in all grades. In kindergarten, the children are exposed to an 'Artist of the Week', which allows them to view some of the artist's most famous works and attempt their own project imitating that artist's style. Epiphany students are fortunate to enjoy a visit by a representative of 'Art Goes to School', who visits area schools to discuss famous artists and discuss different approaches to art. Epiphany students enjoy weekly art classes with either their classroom teacher or in the art room with the art teacher.

Students in grades kindergarten through eight enjoy weekly instruction in Italian. The students develop a basic vocabulary and learn lessons in grammar and spelling. This eventually leads to the ability to converse in

Italian when they reach the upper grades.

The Religion curriculum includes the Commandments, the Beatitudes, the Sacraments, worship and the study of the Old Testament, the study of Jesus' mission, the New Testament, Church History and morality. The sacraments of First Penance First Holy Communion are received in second grade and Confirmation is received in the sixth grade.

2a. (Elementary Schools) Reading:

The faculty of Epiphany of Our Lord School believes that the best way to approach reading and the associated language arts such as grammar, spelling, phonics, writing, and vocabulary is by engaging children in an integrated program that allows the children to exercise these skills while exploring new subject matter rather than in isolation.

Throughout the primary grades, parent volunteers are welcomed as 'guest readers' to model and inspire a love of reading in all of the students. The teachers encourage the students to read nightly as part of their homework and also to participate in Pizza Hut's Book-It program, which rewards readers with certificates for free pizza. Teachers in the primary grades use trade books in addition to their reading series to heighten students' enjoyment of reading.

In kindergarten, the approach to language arts begins with mastering the sound/symbol relationship. Each week the teacher introduces the children to a new letter and sound. The children brainstorm a list of words that begin with that sound and add high frequency words to the 'word wall' that begin with that letter. These words are reinforced with clever songs set to familiar melodies that remind the students of the spelling of their 'word wall' words. The children are also encouraged to read by a weekly assignment that requires them to read a minimum of five books and then draw a picture and write a sentence about one of the books. Thus, the children are encouraged to write from the very beginning of their kindergarten year.

Children in first grade enjoy an approach to language arts known as 'Writer's Workshop'. Writer's workshop is designed to: develop a repertoire for composing text, improve spelling, encourage experimentation with different of literature and composition, connect reading and writing, and view writing as a way to communicate ideas. Other methods for encouraging reading and language arts skills include: video taped poetry readings; Perro's journal, which allows the children to take home a stuffed animal for the weekend and write about his adventures; and, Flat Stanley who is sent by the children around the world to help them learn more about geography and letter writing.

Beginning in second grade, the students explore a variety of literary genres as they continue to explore literature through the use of our recently purchased reading series and trade books. Students explore poetry, fiction, and biblical writing while they develop the ability to render critical analysis of these forms. Furthermore, they use these exceptional works as guides while forming their own creative writing pieces in these different forms.

2b. (Secondary Schools) English:

This question is for secondary schools only

3. Additional Curriculum Area:

The faculty of Epiphany of Our Lord School has invested a great deal of money and energy into making its mathematics program one that it is proud of. Over the past two years, our students have earned \$17,000 worth of grants by writing essays for a contest sponsored by Raytheon. With that money, we have purchased new

text books for grades K-8 as well as math manipulatives for each classroom in which math is taught so that the students gain a better understanding of math concepts through real world experiences.

In the primary grades, the children learn through hands-on and tactile experiences. Kindergarteners draw their numbers in shaving cream and practice their counting using manipulatives, the flannel board, and magnetic numbers. First graders celebrate the 100th day of school by making a shape or pattern using 100 objects. They also create a 'Geocity' using shapes cut from poster board to form the buildings, roads, and bridges. Third graders learn their math facts by tossing around a beach ball or spinning a wheel. They play Bingo and sing rap songs to reinforce their mastery of their addition, subtraction, multiplication, and division facts. Students use clocks, play money, and fraction strips to help them better understand the concepts associated with these objects.

In the upper grades, manipulative kits, math board games, and computer programs and websites are used to introduce new concepts and reinforce old ones. Each student has a dry erase board to use writing out calculations or drawing diagrams. Epiphany offers Honor's Math in grades 4-8 to accommodate those students who are able to learn at a quicker pace.

4. Instructional Methods:

The teachers at Epiphany of Our Lord School are committed to using the most up-to-date methods to educate and motivate their students. Whenever possible, the teachers meet individually with students to provide them with direct feedback. This is an integral part of our first grade's Writer's Workshop. In addition, small group activities and peer feedback are methods used to help students relate to and learn from one another.

The teachers in the primary grades recognize the importance of stimulating children's tactile sense to insure retention of information. Therefore, whenever possible, students use manipulatives and activities that stimulate the sense of touch to reinforce their lessons. Frequently these activities are offered in learning centers where the students are able to take advantage of the opportunity to get hands-on experience with classroom materials.

In the upper grades, students learn by doing while completing science experiments and activities in the science lab. The eighth grade also learns about nutrition, measurement, and following directions from cooking lessons with the principal. This bi-weekly activity was inspired by the Archdiocese of Philadelphia's new Wellness Program which seeks to curb childhood obesity by offering healthy food choices and education to all students in the archdiocese.

Recognizing that play is a child's work, the teachers at Epiphany try as often as possible to make learning fun through games and puzzles. Particularly effective is the use of a 'Jeopardy' interactive game that is used in the upper grades to review for tests and to reinforce information, such as vocabulary, that is presented in class. The teachers also use puzzles and word games to facilitate the learning process for students.

Because computers are highly motivating to children and offer them immediate feedback, the teachers use computers as a reinforcement tool. Classroom teachers notify the technology teacher of themes and concepts being taught in class so that she can provide the students with software or websites that will support those concepts when they visit the computer lab. Teachers also have computers in each classroom as well as projectors that allow them to project presentations and websites on a screen for the whole class to see. The classroom computers, as well as a full classroom set of laptops, can be used as needed by students as well as during learning center time. Recently, the school gained access to video streaming that supports classroom learning.

5. Professional Development:

The teachers are committed to continuing education to maintain a high standard of education for their students. Pursuant to Pennsylvania's requirement that every teacher complete 180 hours of professional development every five years, the teachers spend a great deal of time keeping up with the current trends and techniques in the education. Some of these classes they have attended include: Techniques for Non-verbal Learners, Differentiated Instruction – Access for All Learners, Techniques for Addressing Learners' Needs in a Mixed Ability Classroom, and Learning Centers that Boost Early Reading.

Teachers attend workshops provided by the Archdiocese of Philadelphia, such as the conferences offered for Early Childhood teachers twice each year. Additionally, there are several 'share and tell' meetings that allow teachers to get together to exchange ideas, brainstorm, and problem solve.

Several teachers recently took advantage of our close proximity to the Philadelphia Museum of Art to attend classes there to help them gain a better understanding and appreciation of art that they later conveyed to their students.

Epiphany recently received a grant from the Connelly Foundation, which allowed several teachers to attend a six week computer enrichment class in order to improve the computer skills.

6. School Leadership:

Epiphany of Our Lord School follows the model of most Archdiocesan schools. The pastor is the official head of the school. The principal reports directly to the pastor. She keeps him informed of upcoming events and academic achievements.

The principal is a very visible entity at Epiphany. She can often be seen walking the halls, visiting the classrooms, greeting parents and children alike.

She begins and ends each day by leading the school in prayer and pertinent announcements. She ensures teachers are following Archdiocesan guidelines by checking plan books and supervising classes. She offers suggestions for implementing curriculum, and provides resources and guidance for questioning teachers. She encourages teachers to provide opportunities for children to develop their many talents including entering many contests.

She works hand-in-hand with the pastor and DRE to insure that a Christian, Catholic education is what we are about. She provides opportunity for both students and faculty to pray and provide service to those in need.

She works well with the Home and School providing direction and information as to how they can best serve the school.

She is a member of several parish committees, working with parishioners to look for ways to contribute to the parish community as well as invite their involvement in the day to day operations of the school.

PART VI - PRIVATE SCHOOL ADDENDUM

1. Private school association: Catholic
2. Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes No
3. What are the 2007-2008 tuition rates, by grade? (Do not include room, board, or fees.)

<u>\$2750</u>	<u>\$2750</u>	<u>\$2750</u>	<u>\$2750</u>	<u>\$2750</u>	<u>\$2750</u>
K	1st	2nd	3rd	4th	5th
<u>\$2750</u>	<u>\$2750</u>	<u>\$2750</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
6th	7th	8th	9th	10th	11th
<u>\$0</u>	<u>\$0</u>				
12th	Other				

4. What is the educational cost per student? \$ 7045 (School budget divided by enrollment)
5. What is the average financial aid per student? \$ 1770
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?
34 %
7. What percentage of the student body receives scholarship assistance, including tuition reduction?
100 %

PART VII - ASSESSMENT RESULTS

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Subject: Mathematics

Grade: 2 Test: TerraNova

Edition/Publication Year: The Second Edition Publisher: CTB McGraw-Hill

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month		Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score		76	75	70	77
Number of students tested		18	18	22	27
Percent of total students tested		100	100	100	100
Number of students alternatively assessed		0	0	0	0
Percent of students alternatively assessed		0	0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Due to clerical error, the test scores for March 2008 for the second grade are unavailable

Subject: Mathematics

Grade: 3 Test: TerraNova

Edition/Publication Year: The Second Edition Publisher: CTB McGraw-Hill

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	85	84	65	83	69
Number of students tested	16	16	21	22	26
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Reading

Grade: 3 Test: TerraNova

Edition/Publication Year: The Second Edition Publisher: CTB McGraw-Hill

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	79	80	68	81	66
Number of students tested	16	16	21	22	26
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Mathematics

Grade: 4 Test: TerraNova

Edition/Publication Year: The Second Edition Publisher: CTB McGraw-Hill

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	85	71	80	73	70
Number of students tested	15	19	24	27	31
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Reading

Grade: 4 Test: TerraNova

Edition/Publication Year: The Second Edition Publisher: CTB McGraw-Hill

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	79	77	84	75	78
Number of students tested	15	19	24	27	31
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Mathematics

Grade: 5 Test: TerraNova

Edition/Publication Year: The Second Edition Publisher: CTB McGraw-Hill

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Oct	Oct			
SCHOOL SCORES					
Average Score	73	88			
Number of students tested	18	22			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Prior to the 2006-2007 school year, our 5th grade did not take the TerraNova. Therefore, there are no scores available for the 5th grade for the 2005-2006, 2004-2005, or 2003-2004 school years.

Subject: Reading

Grade: 5 Test: TerraNova

Edition/Publication Year: The Second Edition Publisher: CTB McGraw-Hill

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Oct	Oct			
SCHOOL SCORES					
Average Score	83	85			
Number of students tested	18	22			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Prior to the 2006-2007 school year, our 5th grade did not take the TerraNova. Therefore, there are no scores available for the 2005-2006 or 2004-2005 school years for the fifth grade.

Subject: Mathematics

Grade: 6 Test: TerraNova

Edition/Publication Year: The Second Edition Publisher: CTB McGraw-Hill

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Oct	Oct	Oct		
SCHOOL SCORES					
Average Score	89	88	81		
Number of students tested	22	25	28		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Due to clerical error, there are no scores available for the 6th grade for the 2004-2005 or 2003-2004 school year.

Subject: Reading

Grade: 6 Test: TerraNova

Edition/Publication Year: The Second Edition Publisher: CTB McGraw-Hill

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Oct	Oct	Oct		
SCHOOL SCORES					
Average Score	85	77	77		
Number of students tested	22	25	28		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Due to clerical error, no scores are available for the 6th grade students for the 2004-2005 and 2003-2004 school years.

Subject: Mathematics

Grade: 7 Test: TerraNova

Edition/Publication Year: The Second Edition Publisher: CTB McGraw-Hill

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Oct	Oct			
SCHOOL SCORES					
Average Score	81	77			
Number of students tested	24	27			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Prior to the 2006-2007 school year, our 7th grade students did not take the TerraNova. Therefore, there are no scores available for the 7th grade students for the 2005-2006, 2004-2005, or 2003-2004 school years.

Subject: Reading

Grade: 7 Test: TerraNova

Edition/Publication Year: The Second Edition Publisher: CTB McGraw-Hill

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Oct	Oct			
SCHOOL SCORES					
Average Score	81	76			
Number of students tested	24	27			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Prior to the 2006-2007 school year, our 7th grade students did not take the TerraNova. Therefore, no scores are available for our 7th graders for the 2005-2006, 2004-2005, or 2003-2004 school years.

Subject: Mathematics

Grade: 8 Test: TerraNova

Edition/Publication Year: The Second Edition Publisher: CTB McGraw-Hill

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	84	91	83	85	90
Number of students tested	26	21	25	23	21
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Reading

Grade: 8 Test: TerraNova

Edition/Publication Year: The Second Edition Publisher: CTB McGraw-Hill

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	83	83	75	82	82
Number of students tested	26	21	25	23	21
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

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