

MIDDLE STATES ASSOCIATION OF COLLEGES AND SCHOOLS
COMMISSIONS ON ELEMENTARY AND SECONDARY SCHOOLS

DESIGNING OUR FUTURE

A Report of the Visiting Team for Accreditation
by the Middle States Association of Colleges and
Schools

St. Anthony of Padua Regional Catholic School
Philadelphia, PA

April 12-15, 2015

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INTRODUCTION TO THE VISIT

St. Anthony of Padua Regional School officially opened on July 1, 2012. This school is the result of the merging of two long-established schools, St. Nicholas of Tolentine, established in 1925 and Annunciation BVM School, established in 1868. The schools merged to sustain Catholic elementary education in the area as 3 competing Charter Schools joined the neighborhood. Using their past as a foundation, they are shaping the future by merging their combined talents and gifts to form the new St. Anthony of Padua Regional School. September 1, 2012, the doors opened to students.

The pastors of both former schools interviewed the principals of both schools and chose Sr. Mary Esther Carsele as Principal. She was then charged to interview teachers from both schools to form the new faculty of St. Anthony of Padua Regional Catholic School.

The school is a multicultural inner city school located South Philadelphia. The diverse community has seen an influx of Asian and Hispanics into this large Italian neighborhood, home of the Italian Market and the Philly Cheesesteaks. The Foreign Language taught in this school is Italian.

Since its opening in 2012, the Pre-K 3 to Grade 8 enrollment of 358 dropped to 274. This drop of 84 students is explained by the expansion of charter schools in recent years.

It is recognized that with a reduction in enrollment there will be “fewer personnel and fewer resources”. The St. Anthony of Padua Regional Catholic School administration, faculty and staff report that they are committed to the students’ performance and that these challenges will not cause the students to suffer. They look forward to establishing an Advisory Board to increase financial support.

St. Anthony of Padua Regional School has taken another step toward academic excellence through the process of seeking reaccreditation by the Middle States Association of Colleges and Schools. September 3, 2013, the St. Anthony of Padua Regional Catholic School administration held an orientation meeting to share the self-study process for *Designing Our Future* to the faculty. Work on the self-study continued through various staff and enrollment changes at the school and was completed in time to host an April 12-15, 2015 Middle States Visiting Team.

The visiting team arrived on Sunday, April 12. We were grateful for the comfortable accommodations at the Holiday Inn Philadelphia – Stadium in the South Philadelphia section of the city. Following the Visiting Team’s orientation, the team met key members of the administrative staff, the Pastors, Faculty, Home School Representatives, and students at the Church of St. Nicholas of Tolentine for a prayer service where the team was warmly

welcomed. The Visiting Team then had a tour of the school facilities followed by a welcome reception and dinner where we were pleasantly surprised by the music and dance of the South Philly Mummers.

During the next three days, the Visiting Team met, interviewed, and observed most of the school's staff members, both in the classroom and through attendance at a number of regularly scheduled staff and committee meetings. Classroom visits were made by the team as was a school-wide Mass and a safety fire drill. The visit included a meeting of the Home School Association but not the pending Advisory Board. The visit culminated with the oral report on the afternoon of April 15, 2015.

NOTE TO THE READERS OF THIS REPORT

Readers of this report must be aware that the report is written, in part, as the Team's response to the school's self-study. Therefore, if readers need to see the specific information and data to which this Report responds, they should read the applicable section(s) of the Self-Study Document.

ORGANIZATION FOR GROWTH AND IMPROVEMENT

In this section of its report, the Visiting Team provides observations and recommendations regarding the school's Organization for Growth and Improvement based on what was seen and heard during the Team's visit to the school.

Leadership for Growth and Improvement

A. Internal Coordinators

A required component of the protocol is the appointment of a team of Internal Coordinators. The primary functions of the Internal Coordinators are to:

- Coordinate the institution's planning process and development of a plan for growth in student performance.
- Oversee planning and preparation for the Visiting Team visit.
- Prepare for the Mid-Point Review visit.
- Provide the energy, enthusiasm, and expertise to move the process forward.

The Visiting Team observed:

- The Internal Coordinators organized the planning process and reported that they had complete support from the teachers and administration to accomplish their duties.
- Mrs. Smith stepped in to replace the second original Internal Coordinator when she left St. Anthony of Padua Regional Catholic School in July of 2014.
- The September 2013 through March 2015 self-study schedule had gaps of time with no formal work days listed on the self-study over the months reported.
- The Internal Coordinators worked on 5 committees each during the self-study. Along with the Principal, they were all reported to be available throughout the self-study to move the process forward according to the interviews and documents provided.

The Visiting Team recommends:

- Defining the Internal Coordinators responsibilities through the implementation phase.
- Actively seeking and implementing the Advisory Committee and Development Committee now to support the plan.
- Clearly defining how to measure growth by 5% each year in oral and written communication skills.

B. The Planning Team

A major commitment the school makes when seeking accreditation is to include a varied spectrum of the school's stakeholders in the process of continually defining a preferred vision, in developing the means to get closer to that vision, and in implementing the action plans developed by these stakeholders. In summary, it is expected that the Planning Team will be given the authority, resources, and support to:

- Develop the vision for the school by creating or reaffirming a statement of mission
- Develop a set of beliefs to serve as the ethical code for the institution
- Develop a profile of the knowledge, skills, and qualities the institution expects of its graduates.
- Identify the areas of student performance that are the priorities for growth and improvement
- Oversee development of the action plans to achieve the performance objectives
- Monitor implementation of the action plans
- Conduct a periodic review of the progress being made to achieve the objectives

The Visiting Team observed:

- A clear vision for the school by creating or reaffirming a statement of mission.
- Beliefs that assure that the mission are put into practice.
- The Planning Team worked well together, met frequently and encouraged other teachers to provide support.
- The Planning Team represented only employed staff. Stakeholder involvements in the planning were few.
- The Planning Team reported their consideration of the limits of the facilities, equipment, and staff before considering new programs.

The Visiting Team recommends:

- That the school community continues to give follow-up to details of the plan.
- Involving greater representation of all stakeholders, especially in Organizational Capacity Objective #2, increasing enrollment.
- To create a professional development plan for the entire school by including representation of staff across all grade levels.
- That all members of the school community continue to be attentive to safety measures for the good of all concerned.

C. Role of the School's Leadership and Governance

It is a school's formal leaders—those in positions of authority and influence within the school—who should serve as the primary “champions” for the planning process and the Plan

for Growth and Improvement. Strategic planning experts have long held that champions are extremely important to the success of planning. The school's leaders and governing body must communicate clearly and often that this process is important for the future of the school and its students, and that they will provide the leadership, resources, and support needed to make the process and the plan successful.

The Visiting Team observed:

- The school Principal championed the process, supported the Planning Committee, and publicly supported, at the opening prayer service, the self-study as a means of growth.
- The Principal participated on four committees and was available for support where needed.
- The Pastors were involved when invited to participate in the Middle States Survey, and gave advice on Finance and long-range goals.

The Visiting Team recommends:

- That the principal continue to lead the school toward the future, collaborating with all stakeholders.
- Have the Home School Association and Alumni Associations of the previous and current schools serve on the planning committees, such as the committee responding to increase enrollment.
- The school leaders implement the Advisory Committee and Development Committee now without hesitation.
- That the faculty and staff continue to support the principal and efforts of all collaborators to improve the school by nurturing the spirit established through the work of the Middle States self-study.

D. The Plan for Communication and Awareness

An important element of the planning process is communicating with the school's staff, students, governing board, and other stakeholders to ensure they are aware of the requirements of the *Designing our Future* protocol, the school's planning process, Mission, objectives, action plans and, eventually, its accomplishments as it implements its plan. The primary purpose of communication is to develop a critical mass within the school's community of stakeholders with knowledge about, understanding of, and support for the planning process and the Plan for Growth and Improvement in student learning and the organization's capacity to produce learning at the level expected.

The Visiting Team observed:

- The Principal records a weekly Sunday message for the school community.
- The Principal provides written communication in weekly update to faculty and staff.
- The Principal provides a printed monthly Newsletter.
- A school website to communicate to stakeholders.
- A school facebook and Twitter Account were confirmed with active followers.

The Visiting Team recommends:

- The creation of the Communication Committee referred to in the self-study.
- Inviting Home & School Association to proactively communicate the strategic plan to its constituents.
- Creating and distributing brochures to local daycares and parishioners with newly baptized babies.
- Increasing local paper coverage to give updates on the Plan for Growth and Improvement.
- Obtaining feedback from newly enrolled parents and students.
- Continue efforts to help all stakeholders to understand steps taken to improve the school.

E. Periodic Reviews of the Plan for Growth and Improvement

The *Designing our Future* protocol includes the requirement that the school conducts formal reviews of the action plans and the progress being made toward achieving the performance objectives and that reviews are conducted periodically but, as a minimum, at least once annually.

The Visiting Team observed:

- A plan for benchmark achievement up to the mid-point visit.
- A plan that annually reviews student performance data on the TerraNova.

The Visiting Team recommends:

- Establishing the Advisory Board now.
- Establishing the Development Committee.
- Appoint the Grant Writer prior to January 2018.

THE VISITING TEAM’S RECOMMENDED MONITORING ISSUES

Recommended Monitoring Issues:

In this section, the Team lists any aspects of the school's organization and processes for implementing its Plan for Growth and Improvement that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school's accreditation.

Requirement of the Protocol	Recommended Action
NONE	

DESCRIPTIVE SUMMARY OF THE SCHOOL'S FOUNDATION DOCUMENTS

- **MISSION, BELIEFS, AND PROFILE OF GRADUATES**
- **MISSION STANDARD FOR ACCREDITATION**

The foundation for an effective plan for improving student performance and the organization's capacity to achieve the levels of performance desired and expected is established by the school's Mission, Beliefs, and Profile of Graduates. These foundational documents answer the following questions:

- *What is our vision for a better future for the children of our school?*
- *What beliefs or core values will guide our journey?*
- *What will our students have to know, be able to do, and to demonstrate for us to achieve our mission?*

A. MISSION

Mission should reflect the deepest desires of the school's community of stakeholders for what they want the school to become—its future in terms of what it will do for its students. The mission expresses what the adults in the school community commit themselves to doing for the benefit of the students.

A mission statement should describe in broad and visionary terms what the school is striving to become. A mission should be outcome-based, providing clarity regarding the school's audience (whom it serves), its action (what it commits to doing for its audience), its aim (the purposes for which it exists) and its means (how, in broad terms, it will achieve its purposes).

The school's Mission is:

The Mission of St. Anthony of Padua Regional Catholic School, a faith based institution of twenty-first century learners, is to instill within students a personal, loving relationship with Jesus while enabling them to achieve individual success in academia. Within a Catholic culture, committed to the growth of the whole person, students embrace the teachings of Jesus Christ and proclaim the Good News while thriving as service oriented citizens of the global community.

What is the school's *audience* as identified in the Mission?

The school's audience is the stakeholder: students, parents, and parish community.

What is the *unique identity* of the school as identified in the Mission?

The school is a faith based institution of twenty-first century learners thriving as service oriented citizens of the global community in a Catholic culture.

What is the *aim or purpose* of the school as stated in the Mission?

The aim is to instill within the students a personal, loving relationship with Jesus while enabling them to achieve individual success in academia.

What the *action* of the school is as stated in the Mission?

To instill faith and academia success in a service oriented global world.

What is the *means* the school will use to accomplish it Mission?

The school will accomplish its Mission by embracing the teachings of Jesus Christ and proclaim the Good News while thriving as service oriented citizens.

To what extent do the school's stakeholders know, understand, and support the school's Mission?

The Visiting Team observed and the school reports in the self-study that stakeholders know, understand, and support the school's Mission by communicating the values and goals at community events and in all its communications. The Mission statement is posted throughout the school in every classroom and hallway as well as in the school handbooks and publications provided to the visiting Understanding, knowledge and support was confirmed when in the Survey Monkey results, 70% of parents said that the mission is reflected clearly.

B. BELIEFS

Statements of belief serve as the foundation of a strong strategic plan. They are the formal expression of a school's fundamental values and serve as its ethical code. Beliefs describe the moral character of a school. In a planning process involving diverse stakeholder groups, they represent the composite of the personal values held by individual planning team members.

Because beliefs are a matter of faith, not a matter of fact, they express the school's overriding convictions, its inviolate commitments. They outline what members of the school's community

of stakeholders are willing to “go to the mat” defending. Because beliefs identify the “line in the sand,” they can be used as a lens through which to examine the worthiness of the school’s potential decisions or future actions.

The school’s Beliefs are:

Saint Anthony of Padua Regional Catholic School believes that:

- Understanding and appreciation of diversity are critical to world peace and harmony.
- The learning of life-long skills is essential for success in a changing society.
- Good self-esteem is directly related to success.
- Risk- taking and a willingness to learn and change are necessary for continuing growth.
- Children are our community’s most valuable asset, and they have a right to a safe, loving and learning environment.
- The culture of an organization is a major factor in shaping individual attitudes and behaviors.
- Effective education develops the whole person: spiritually, intellectually, emotionally,
- Socially and physically.
- Nurturance of a deep, mature faith and prayer life of individuals spiritually, energizes and enriches the entire community.

To what degree do the school’s Beliefs meet the criteria of the *Designing our Future* protocol? If they do not meet the criteria, explain why.

The school Beliefs meet the criteria of the *Designing our Future* protocol. They are clear and easily understood.

How well do the school’s Beliefs represent what the Team heard from the school’s stakeholders?

During each of the school stakeholders’ meetings the Beliefs were articulated. The administration, the faculty, and the staff model the Beliefs; the parents emulate and promote them; and the students live them at their level. This is a school that lives their Beliefs in word and deed.

To what extent do the school’s stakeholders know, understand, and support the school’s Beliefs of core values?

Most stakeholders know, understand, and support the school’s Beliefs of core values. The stakeholders witness the school’s beliefs in the daily interactions in the gym, the classroom, the lunchroom and throughout the building. They are published in both the Parent/Student Handbook and the Faculty/Staff Handbook for all to read and review for understanding.

C. PROFILE OF GRADUATES

The Profile of Graduates provides the answer to the following question: When our students have completed our entire educational program and have had the benefit of the services and activities provided by the institution and its community:

- What do we expect them to know?
- What do we expect them to be able to do with what they know?
- What qualities or characteristics do we want them to demonstrate?

A Profile of Graduates:

- Describes the students at the point of exit from the institution.
- States the values, achievement, and readiness that each student will manifest upon graduation.
- Should be considered both as a Bill of Rights and set of corresponding responsibilities for students, faculty, staff, administration, and the institution's community.
- Defines the outcomes each and every student will attain if the mission is operative and appropriately translated into programs and services.

A Profile of Graduates serves to:

- Translate the identity, vision, and values expressed in the beliefs and mission into statements that describe student outcomes.
- Translate and transform concepts from the ideal and global to specific expression in the development of a student in the institution.
- Give expression to what the mission means in the operational life of the institution.
- Define an outline or shape each student is expected to grow into regardless of specific courses taken or post-graduation plans.
- Provide a concrete reference point for faculty, staff, and the institution's community when designing curriculum, instructional experiences, service programs, auxiliary resources, and student and family services.

The school's Profile of Graduates is:

Upon graduation from St. Anthony of Padua School, our students

- Will be literate and proficient learners
- Will be prepared to continue their academic careers at the high school level in all areas of the curriculum.
- Will be critical thinkers, problem solvers, and intellectually disciplined.
- Will make meaningful contributions to not only the Church but also to their local and global communities.
- Will emulate the message of the Gospel

- Will respect, serve, empathize and respond with compassion
- Will live a prayer filled life of meaning.

To what degree does the Profile of Graduates express:

- **What the school expects its graduates to know?**
- **What the school expects its graduates to do with what they know?**
- **What qualities or characteristics the school expects its graduates to demonstrate?**

The school's Profile of Graduates expects students to be literate and proficient learners; prepared to continue their academic careers in high school. The Graduate will be a critical thinker, problem solver and intellectually disciplined. They will make meaningful contributions to their local and global community.

To what extent do the school's stakeholders know, understand, and support the school's Profile of Graduates?

The school's stakeholders fully know, understand and support the school's profile of graduates. For understanding and knowledge, the Profile of Graduate is printed in both the Parent/Student and Faculty/Staff Handbooks. The school reports in the self-study that they ensure understanding and support "by continuously emphasizing in all subject matter and events, the importance of education the whole child in a Christ-Centered environment."

PHILOSOPHY/MISSION STANDARD FOR ACCREDITATION

The Standard: The school has a clearly written and actively implemented statement of philosophy/mission that conveys the general and specific purposes of its educational program, expresses expectations for quality, and serves as the basis for daily operational and instructional decision making as well as long-range planning. Stakeholders give input into the development of the school’s philosophy/mission and understand and accept it. This document is aligned with the community served and is reviewed periodically by stakeholder representatives.

A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

X	It is the Visiting Team's assessment is that the school MEETS this Standard for Accreditation
	It is the Visiting Team's assessment is that the school DOES NOT MEET this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below.

B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

Evidence	Visiting Team
Data from Observations and Interviews	X
The school’s philosophy/mission	X
Samples of publications that communicate the mission/philosophy to the school’s community of stakeholders	X
Marketing, recruitment, and admissions materials	X
Address of the school’s website	X
Policies related to the philosophy/mission	X

C. THE VISITING TEAM’S OBSERVATIONS AND RECOMMENDATIONS

Observations

In this section, the Team lists 1) any general observations regarding the school's Foundation Documents and general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.

- 1. The Team's general observations regarding the school's adherence to this Standard for Accreditation and its Indicators of Quality.**

The Visiting Team observed that:

- The religious dimension of the mission standard is noticeable in all they do in word and deed throughout the school.
 - Catholic identity is observed in the daily prayers, the liturgical celebrations, the service projects, the handbooks, and the many artifacts displayed throughout the school.
 - The rigorous academic program was observed in the assessments, the textbooks, the advanced mathematics, and challenging ELA programs.
- 2. The Team's observations regarding areas in which the school exceeds the requirements of this Standard and its Indicators of Quality.**

The Visiting Team determined that the school exceeds the expectations of this Standard in the following ways:

- They are living as a faith based institution of twenty-first century learners.

Recommendations

In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Visiting Team recommends:

- Adding the school's philosophy and mission to the updated marketing, development and promotional efforts.
- Continuing to promote the school philosophy and mission so that families will pass on the "Good News" of St. Anthony of Padua Regional School for future students.

Recommended Monitoring Issues:

In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or

improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school's term of accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

Recommended Stipulations:

In this section, the Team lists any requirement(s) of this Standard and/or its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school's accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

DESCRIPTIVE SUMMARY OF THE SCHOOL COMMUNITY AND ITS STUDENT PERFORMANCE

- **THE HISTORY AND CURRENT CONTEXT OF THE SCHOOL**
- **STUDENT PERFORMANCE DATA**
- **SELF-ASSESSMENT OF THE STANDARD FOR ASSESSMENT AND EVIDENCE OF STUDENT LEARNING**

The data and information contained in the Profile of the School are not evaluated by the Visiting Team. Instead, the Profile serves two purposes:

- To ensure that the members of the Planning Team have a common knowledge base about the history and current status of the school in those areas on which the accreditation of the school will focus; and
- To “introduce” members of the Visiting Team to the school, and as such, the Profile provides one of the lenses through which Team members will view and evaluate the school. Thus, the Profile section should provide sufficient information about the school and its students’ performance to build and enhance Team members’ awareness and understanding of the total milieu in which the school exists and operates.

Readers of this report are advised to read it in conjunction with the Self-Study Document prepared by the school. The Self-Study Document provides the information and data the Visiting Team uses as the starting point for its evaluation of the school. Therefore, not all of the details included in the Self-Study Document are repeated in the Team's report.

THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS – History and Context of the School

Observations

In this section, the Visiting Team shares any general observations and/or areas of strength regarding the school’s context and history and how this defines the school’s priorities for improving student performance.

- The Visiting Team observed a great loving family atmosphere and respect in this school.
- Parents, students, teachers, staff and Administration all report the great love the two merged schools had separately and now combined.
- Despite the merger and decrease in enrollment, Stakeholders want to see this school last for years to come into the future.

Recommendations

In this section, the Visiting Team lists any recommendations on how the school can capitalize on or respond to the history and context of the school to improve its efforts to achieve its Mission and to achieve its Plan for Growth and Improvement. Recommendations are suggestions and ideas of the Visiting Team, but the school is not required to accept or act on them.

- Capitalizing on the history of St. Anthony of Padua and willingness to see it continue, the Visiting Team recommends the immediate implementation of the Advisory Board for which members have been identified to assist Administration.
- The Visiting Team recommends the creation of a Development Committee to relieve the financial burdens.
- The Visiting Team recommends that the administration continue its efforts to develop activities that respond to the needs of the families and their understanding of the Belief Statements.

STUDENT PERFORMANCE DATA

Collecting and tracking data that describe how well the school's students are performing in the areas that are normally used by the school's community of stakeholders to determine if the school is accomplishing its mission is important for the following reasons:

- The school needs these data to determine if it is making progress toward achieving its mission;
- The school needs these data to determine if its graduates are meeting the expectations expressed in the school's Profile of Graduates;
- The school needs these data to help it determine in which areas of student performance there are the largest gaps between what is expected and how student are performing and, therefore, what the focus of the school's Plan for Growth and Improvement should be.

THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS – Student Performance Data

Observations

In this section, the Visiting Teams shares any general observations and/or areas of strength regarding the school's Student Performance and how this defines the school and its priorities for improving student performance.

- The Visiting Team observed that of the 5 grade levels taking the TerraNova Assessment, students are achieving at acceptable rates above the 50th National Percentile.
- Math scores have declined in 3 of the 5 grades and ELA scores have declined in 2 of the 5 grades tested.

Recommendations

In this section, the Visiting Team lists any recommendations how the school can capitalize on or respond to its Student Performance data to improve its efforts to achieve its Mission and to achieve its Plan for Growth and Improvement. Recommendations are suggestions and ideas of the Visiting Team, but the school is not required to accept or act on them.

- Continue to work toward the stated goal of reaching 3 % increase annually in mathematics and 5% each year in oral and written communication skills.
- With declining trends, Teachers need time to analyze the TerraNova Assessment objectives for patterns or areas in need of improvement.
- Teachers need to create an action plan to determine why and what can be done to improve achievement results.
- Teachers need time to analyze the alignment of the curriculum to the textbook and the assessment used to measure the curriculum.

ASSESSMENT AND EVIDENCE OF STUDENT LEARNING STANDARD FOR ACCREDITATION

The Standard: The school systematically collects and rigorously analyzes quantifiable and observable evidence of individual learning and growth from multiple valid and reliable sources. Evidence of student learning is used to evaluate and improve curriculum effectiveness, instructional practices, professional development, and support services. Progress in student learning and performance is expected and is accurately, clearly, and systematically reported to the school community.

A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

X	It is the Visiting Team's assessment is that the school MEETS this Standard for Accreditation
	It is the Visiting Team's assessment is that the school DOES NOT MEET this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below.

B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

Evidence	Visiting Team
Data from Observations and Interviews	X
Example of student transcript	X
Example student report card	X
Reports of the results of assessments administered to students	X
Policies related to assessment of student learning	X

C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

Observations

In this section, the Team lists 1) any general observations regarding the school's student performance data and any general observational regarding the degree to which the school

meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.

1. The Team's general observations regarding the school's adherence to this Standard for Accreditation and its Indicators of Quality.

The Visiting Team observed that:

- St. Anthony of Padua uses formative and summative assessments, formal and informal assessments, running records, teacher observations, and performance assessments (both written and oral).
- Records of student learning are maintained and kept secure.
- Opportunity for parent monitoring of assessments is in place through written correspondence and report cards; through phone calls and in person Parent-Teacher meetings.

2. The Team's observations regarding areas in which the school exceeds the requirements of this Standard and its Indicators of Quality.

The Visiting Team determined that the school exceeds the expectations of this Standard in the following ways:

- Normative Standardized Assessments (TerraNova) are aligned with the Common Core Curriculum.
- The types and frequency of rigorous assessments enable students “to achieve individual success in academia” as stated in the Mission Statement.

Recommendations

In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Visiting Team recommends:

- Continue to work toward your stated student performance objectives to increase proficiency by 2022.
- Analyzing student assessments as the students move through the grade levels.
- Identifying TerraNova objectives that have not fully been mastered.
- Identify ways to incorporate more self-monitoring assessments for students.

Recommended Monitoring Issues:

In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school's term of accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

Recommended Stipulations:

In this section, the Team lists any requirement(s) of this Standard and/or its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school's accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

DESCRIPTIVE SUMMARY OF THE SCHOOL'S LEADERSHIP AND ORGANIZATION

- STANDARD FOR GOVERNANCE AND LEADERSHIP
- STANDARD FOR SCHOOL CLIMATE AND ORGANIZATION

GOVERNANCE AND LEADERSHIP STANDARD FOR ACCREDITATION

The Standard: The school is chartered, licensed, or authorized by a state, nation, or authority that operates in the public interest. The governance and leadership ensure the integrity, effectiveness, and reputation of the school through the establishment of policy, provision of resources, and assurance of a quality educational program. The governance and leadership act ethically and consistently to assure an atmosphere of mutual respect and purposeful effort on behalf of students and their learning. School leaders foster a productive environment for teaching and learning, timely and open communication with stakeholders, and the vision necessary for day-to-day operations and long-term planning.

A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

X	It is the Visiting Team's assessment is that the school MEETS this Standard for Accreditation
	It is the Visiting Team's assessment is that the school DOES NOT MEET this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below.

B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

Evidence	Visiting Team
Data from Observations and Interviews	X
Job descriptions for the head of the institution and other key administrative personnel	X
Appraisal tool and/or description of the process used to appraise the	X

Evidence	Visiting Team
performance of the head of the institution	
Chart of lines of authority/responsibilities	
Policies related to governance and leadership	X
<i>For independent, non-public, and proprietary institutions only</i>	
Names, addresses, and organizational position of the institution's owners	
Names, address, affiliation of the members of the board of governance	

C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

Observations

In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.

1. The Team's general observations regarding the school's adherence to this Standard for Accreditation and its Indicators of Quality.

The Visiting Team observed that:

- The pastors and administration work together to maintain the Catholic Identity within the school.
- The pastor and school leadership have a very positive relationship with the parents, faculty and students.
- The school leadership assists the faculty in being informed about new ideas in education as well as workshops to attend.

2. The Team's observations regarding areas in which the school exceeds the requirements of this Standard and its Indicators of Quality.

The Visiting Team determined that the school exceeds the expectations of this Standard in the following ways:

- The principal leads the way as spiritual and instructional leader.
- The school recognizes the principal's efforts to improve all aspects of education at St. Anthony of Padua Regional School.
- The faculty exemplifies Faith-living for the students and enthusiastic teaching in all areas to reach goals based on student needs.
- The school follows the curriculum directives of the Diocese of Philadelphia and the

Recommendations

In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Visiting Team recommends:

- The pastors and administration continue to investigate the process of implementing an Advisory Board.
- The school leadership continues to up-date and monitor professional development for the faculty and staff.
- A flow chart of authority and responsibilities is needed.

Recommended Monitoring Issues:

In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school's term of accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

Recommended Stipulations:

In this section, the Team lists any requirement(s) of this Standard and/or its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school's accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

SCHOOL CLIMATE AND ORGANIZATION STANDARD FOR ACCREDITATION

The Standard: The school’s organizational structure and climate facilitate achievement of its core values as expressed in the philosophy/mission. The school culture supports successful implementation of age- and developmentally appropriate educational programs and services. Roles, responsibilities, expectations, and reporting relationships are clearly defined. Administrative, instructional, and support staff are qualified, competent, and sufficient in number to effectively provide quality educational experiences. The school regularly conducts staff performance appraisals and offers professional development opportunities informed by its philosophy/mission. Relationships among the staff and leadership are collegial and collaborative.

A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

X	It is the Visiting Team's assessment is that the school MEETS this Standard for Accreditation
	It is the Visiting Team's assessment is that the school DOES NOT MEET this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below.

B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

Evidence	Visiting Team
Data from Observations and Interviews	X
Organizational chart for the school and school system	
List of members of the professional and support staffs	X
Salary schedules and descriptions of benefits packages for teachers, specialists, and support staff	X
Contracts (e.g. union, collective bargaining agreements)	NA
Results of any climate survey	X
Instruments used for evaluating the performance of the staff	
Professional development plan	
Policies related to school climate and organization	

C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

Observations

In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.

1. The Team's general observations regarding the school's adherence to this Standard for Accreditation and its Indicators of Quality.

The Visiting Team observed that:

- The school's very positive school climate facilitates achievement of its core values as expressed in the philosophy/mission.
- The school has a formal and informal evaluation process that incorporates administration and staff input so as to improve teacher performance.
- The staff is competent and very loving of the students.
- The instructional staff is adequate in number, although the number of students in Pre-K 4 (30) is a little high for one teacher/one aide.
- The educational program is age and developmentally appropriate.

2. The Team's observations regarding areas in which the school exceeds the requirements of this Standard and its Indicators of Quality.

The Visiting Team determined that the school exceeds the expectations of this Standard in the following ways:

- St. Anthony's is a highly collegial school. The staff supports each other. The administration is greatly valued by the staff and vice versa. They all work very well together. It is truly a family.
- The school's mission statement highlights that it is a faith-based school that enables students to be academically successful; these goals are demonstrated through its emphasis on prayer, service to one another, liturgy experiences, good standardized test scores in general and students being accepted into high schools of their choice.
- The organization of the school is very clear to staff who were interviewed – principal and vice-principal are in charge and if both are unavailable, the long-time 1st grade teacher is in charge. The 2 pastors assist with the financial running of the school and are involved with the religious dimension, which is clearly evident, and being a presence to the children at dismissal.

Recommendations

In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Visiting Team recommends:

- The school has an adequate number of staff, but would benefit from an art teacher, especially in the upper grades (much art is done in the lower grades).
- The staff indicated in interviews that there is good professional development – outside speakers on topics, such as Common Core, webinars, area workshops, professional learning days – but this needs to be into a plan, so as to highlight what the school is already doing.
- While the staff is clear on the organization of the school, placing it in a chart is recommended.

Recommended Monitoring Issues:

In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school’s term of accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
X	NONE	

Recommended Stipulations:

In this section, the Team lists any requirement(s) of this Standard and/or it Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school’s accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
X	NONE	

DESCRIPTIVE SUMMARY OF EDUCATIONAL PROGRAM AND RESOURCES

In this section of the self-study, a sub-committee for each curricular area will evaluate the capacity of that curriculum to determine the school's ability for achieving the levels of student performance expressed in the Mission, Belief Statements, and Profile of Graduates.

The Descriptive Summary of Educational Program and Resources consists of the following elements:

- Curricular Areas
- Self-Assessment of Standard for Educational Program
- Self-Assessment of Standard for Information Resources and Technology

A. CURRICULAR AREAS

Description and Evaluation of the Curriculum Areas in the School's Educational Program

The school conducted a self-assessment for all of the curricular areas of the school's educational program to determine the degree to which each area meets the Middle States Indicators of Quality for Curriculum, Instruction, and Assessment. The intent of this self-assessment was to help a school study each curricular area from the point at which it is first introduced to students through its final level of study within the school. The self-study questions are aimed at examining the following areas related to each curricular area:

- vertical and horizontal articulation;
- evidence of effective practices in curriculum, instruction, and assessment areas;
- coherence and consistency of the curricular component with the Foundation Documents; and
- alignment of the curricular component with any applicable state and national curriculum standards.

CURRICULAR AREA Art

THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

A. Observations

1. The Team's general observations regarding this curricular area.

- The school does not employ an art teacher.
- Teachers incorporate art into their subject classes.

2. The Team's observations regarding areas in which the school exceeds the expectations for this curricular area.

- The school provides opportunities for enrichment by including field trips, such as, the Barnes Museum and a clay program in the 8th grade.

B. Recommendations

The Team's recommendations to the school regarding how it can improve the degree to which it meets the expectations for this curricular area. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Visiting Team recommends:

- Developing a more structured art program with clear rubrics and assessments.
- Incorporate Common Core Standards for Art.
- Investigating the possibility of hiring a part-time art teacher.

CURRICULAR AREA English Language Arts

THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

A. Observations

1. The Team's general observations regarding this curricular area.

- The school uses the Common Core curriculum for English Language Arts.
- A strong emphasis is placed on English language arts resulting in overall above average scores on the TerraNova.
- Several English language arts lessons were observed with appropriate instructional methods and a high level of student engagement.
- Assessments provided were appropriate. Rubrics were detailed, including one for public speaking.

2. The Team's observations regarding areas in which the school exceeds the expectations for this curricular area.

- The school's action plan states a need for improving communication skills, but clearly this is already in effect – “Communication” for both public speaking and active listening has been added to the report card; teachers interviewed highlighted their emphasis of this; 5th grade was observed doing this in practice when each student read their poem with appropriate teacher feedback for their public speaking skills; students demonstrated excellent public speaking skills at Mass, at an assembly, and in a general discussion group.
- ELA assessments were visible throughout the school in classrooms and hallways, including very well-done bulletin boards.

B. Recommendations

The Team's recommendations to the school regarding how it can improve the degree to which it meets the expectations for this curricular area. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Visiting Team recommends:

- While staff does communicate between grade levels about curriculum, the Visiting Team agrees with the school's action plan to coordinate this more often and intentionally.

CURRICULAR AREA Math

THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

A. Observations

1. The Team's general observations regarding this curricular area.

- The school uses the Common Core curriculum for the math program.
- Math teachers were observed giving effective instruction with a high level of student engagement.
- Assessments provided were appropriate.

2. The Team's observations regarding areas in which the school exceeds the expectations for this curricular area.

- The school has hired a very competent part-time math teacher for Grades 7-8 to strengthen the math program in pre-algebra and algebra.
- Parents and students interviewed stated that math was appropriately challenging and included critical thinking skills.

B. Recommendations

The Team's recommendations to the school regarding how it can improve the degree to which it meets the expectations for this curricular area. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Visiting Team recommends:

- To continue with the action plan stated in the self-study of using the Terra Nova results more effectively.
- Agrees with the action plan to provide a math enrichment club.

CURRICULAR AREA Music

THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

A. Observations

1. The Team's general observations regarding this curricular area.

- The school uses the curriculum provided by the Archdiocese of Philadelphia for music.
- The experienced, highly qualified music teacher provides weekly instruction to every student in the school.
- The music program emphasizes vocal and instrumental opportunities utilizing keyboards and musical chimes.

2. The Team's observations regarding areas in which the school exceeds the expectations for this curricular area.

- The music teacher's high level of competence is a real asset to the school, not only in class, but in liturgies and other musical events.
- Assessment of the students' abilities was observed through their performance at Mass as well as the opening prayer service for the Middle States' visit.
- High level of student engagement was observed in class while singing.

B. Recommendations

The Team's recommendations to the school regarding how it can improve the degree to which it meets the expectations for this curricular area. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Visiting Team recommends:

- To locate funding for a Smart board and musical software that the music teacher would appreciate and utilize well.
- Seek musical performance opportunities for students to participate, perform, or attend.

CURRICULAR AREA Health and Physical Education

THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

A. Observations

1. The Team's general observations regarding this curricular area.

- The school uses the curriculum provided by the Archdiocese of Philadelphia for physical education.
- The very enthusiastic, competent physical education teacher provides weekly instruction to every student in the school.

2. The Team's observations regarding areas in which the school exceeds the expectations for this curricular area.

- The physical education teacher has a very good rapport with the students.
- The physical education program at St. Anthony's is supplemented by:
 - the after-school sports of JV and Varsity basketball for boys and girls;
 - softball for girls;
 - baseball for boys;
 - volleyball and
 - cheerleading for girls, all coached by volunteers.
- A 6-week ballroom dancing program is provided for grade 5.

B. Recommendations

The Team's recommendations to the school regarding how it can improve the degree to which it meets the expectations for this curricular area. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Visiting Team recommends:

- To investigate adding a stronger emphasis on the health curriculum.
- To explore the possibility of offering further student activities (soccer and dance were

mentioned by students).

CURRICULAR AREA Religion

THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

A. Observations

1. The Team's general observations regarding this curricular area.

- The school uses the curriculum from the Archdiocese of Philadelphia for the religion program.
- The faculty is very experienced with a real love of the school.
- Assessments provided were appropriate.

2. The Team's observations regarding areas in which the school exceeds the expectations for this curricular area.

- The school's Catholic identity and the importance of religion was evident throughout the school – in instruction, class prayer, prayer over the announcements, a decade of the rosary at lunch, bulletin boards, religious symbols in the classrooms and hallways, the devotion of the children at Mass, and the clear respect for the Catholic faith by the staff.
- The music program in particular trains dedicated and talented cantors for school liturgies and practices hymns in music class, which greatly adds to the music at Mass (in addition to their regular curriculum).

B. Recommendations

The Team's recommendations to the school regarding how it can improve the degree to which it meets the expectations for this curricular area. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Visiting Team recommends:

- The Team supports the school's action plan for primary and intermediate level teachers to meet to enhance curriculum.

CURRICULAR AREA Science

THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

A. Observations

1. The Team's general observations regarding this curricular area.

- The school uses the curriculum from the Archdiocese of Philadelphia for the Science program.
- Assessments provided were appropriate.

2. The Team's observations regarding areas in which the school exceeds the expectations for this curricular area.

- The science labs observed in Grades 7-8 were very well done with a high level of student engagement.
- The 7th grade science projects on building a mechanical hand demonstrated clear understanding.

B. Recommendations

The Team's recommendations to the school regarding how it can improve the degree to which it meets the expectations for this curricular area. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Visiting Team recommends:

- Agrees with the school's action plan to increase opportunities for more application of science by exploration through more labs and hands-on science across all grades.
- To follow through on their action plan to make better use of student performance data (e.g. in general science is the school's lowest area of achievement on the Terra Nova).

CURRICULAR AREA Social Studies

THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

A. Observations

1. The Team's general observations regarding this curricular area.

- The school uses the curriculum from the Archdiocese of Philadelphia for the Social Studies program.
- Assessments provided were appropriate.

2. The Team's observations regarding areas in which the school exceeds the expectations for this curricular area.

- The curriculum is enriched with excellent cultural field trips provided by the Connelly Access program.

B. Recommendations

The Team's recommendations to the school regarding how it can improve the degree to which it meets the expectations for this curricular area. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Visiting Team recommends:

- To continue with the action plan stated in the self-study of having more opportunities to plan vertically and horizontally.
- Analyze standardized test data for strengths and weakness across the grade levels and see how this compares on the local and national level.
- The Visiting Team supports the Action Plan for more professional development.
- Opportunities to work cooperatively to provide meaningful and logical progression of learning activities in the curriculum.
- Taking advantage of living in the city to visit the history that took place in Philadelphia.

CURRICULAR AREA World Languages

THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

A. Observations

1. The Team's general observations regarding this curricular area.

- Technology is offered weekly to every student in grades pre-K – 8.
- The school uses the curriculum provided by the Archdiocese of Philadelphia for technology. Students are instructed in Word, Excel, PowerPoint, and Publisher.
- Performance assessments were available for the visiting team to observe.
- The technology teacher works with individual teachers to incorporate computer-based projects (e.g. students made brochures connected to what they were studying Social Studies).

2. The Team's observations regarding areas in which the school exceeds the expectations for this curricular area.

- Faculty members collaborate with the technology teacher to integrate technology in all subject areas.

B. Recommendations

The Team's recommendations to the school regarding how it can improve the degree to which it meets the expectations for this curricular area. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Visiting Team recommends:

- Clear assessment of the effectiveness of the technology curriculum needs to be defined.
- Methods of student assessment need to be defined (e.g. rubrics)

CURRICULAR AREA World Languages

THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

A. Observations

1. The Team's general observations regarding this curricular area.

- Italian is offered weekly to every student in grades pre-K – 8.
- The Italian teacher focuses on conversational Italian using a curriculum provided by the Archdiocese of Philadelphia.

2. The Team's observations regarding areas in which the school exceeds the expectations for this curricular area.

- The curriculum is designed to foster active involvement of the students in the learning process.

B. Recommendations

The Team's recommendations to the school regarding how it can improve the degree to which it meets the expectations for this curricular area. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Visiting Team recommends:

- The Team supports the school's action plan to seek grants to help finance the Italian program
- To seek funding sources for workbooks and supplemental materials as mentioned by the teacher.
- An emphasis on the reading and writing skills is recommended in Grades 7-8.

EDUCATIONAL PROGRAM STANDARD FOR ACCREDITATION

The Standard: An effective educational program for a school consists of both carefully planned and well executed curriculum programs and solid instructional pedagogy. Also fundamental to a successful educational program are the means to assess student performance and growth as well as programmatic evaluation. Thus, curriculum, instruction, and assessment are often considered to be the “heart” of any school since these three components have such an impact on the total school experience of students. The curriculum outlines what students should know and be able to do. Instruction identifies effective ways for teachers to ensure student learning takes place. Assessment indicates at what level students are able to demonstrate knowledge, skills, and attitudes.

A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

X	It is the Visiting Team's assessment is that the school MEETS this Standard for Accreditation
	It is the Visiting Team's assessment is that the school DOES NOT MEET this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below.

B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

Evidence	Visiting Team
Data from Observations and Interviews	X
Program of studies or other overview of the components of the educational program	X
Scope and sequence charts	X
Written curriculum guides for each component of the educational program	X
Master schedule	X
Policies related to educational program	X

C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

Observations

In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.

- 1. The Team's general observations regarding the school's adherence to this Standard for Accreditation and its Indicators of Quality.**

The Visiting Team observed that:

- Instructional materials, technology and equipment are appropriate and functional.
- Curriculum guides come from the Archdiocese of Philadelphia and Common Core.
- Appropriate summative and formative assessments are utilized.

- 2. The Team's observations regarding areas in which the school exceeds the requirements of this Standard and its Indicators of Quality.**

The Visiting Team determined that the school exceeds the expectations of this Standard in the following ways:

- Indicators 8.37 – 8.48 all exceed the Standard. These deal with the religious dimension of the school and its integration into the curriculum, scheduling, and other relevant educational programs. The faith dimension of the schedule is clearly evident throughout the day.
- The longevity of the dedicated faculty is a real asset to instruction and building long-term relationships with the students. Staff members really know every student.

Recommendations

In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Visiting Team recommends:

- Increase differentiated instruction in the classroom.
- Encourage professional development of student-centered teaching.
- Continue to update technology; consider operating Smart boards for all rooms.
- Expand the Fine Arts curriculum, especially in relation to art and perhaps drama.
- Provide time for teachers to communicate for vertical alignment of the curriculum.

Recommended Monitoring Issues:

In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school's term of accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
X	NONE	

Recommended Stipulations:

In this section, the Team lists any requirement(s) of this Standard and/or its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school's accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
X	NONE	

INFORMATION RESOURCES AND TECHNOLOGY STANDARD FOR ACCREDITATION

The Standard: Information resources, materials, and technology are accessible and of adequate scope, quantity, and quality to facilitate the school’s pursuit of its total educational program. These resources encourage all students and staff to broaden and extend their knowledge and skills. Access to appropriate information resources and technology is provided for students and staff. Appropriate instruction is offered to develop student and staff inquiry, research, and information literacy skills. Information technology equipment is functional and well maintained.

A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

X	It is the Visiting Team's assessment is that the school MEETS this Standard for Accreditation
	It is the Visiting Team's assessment is that the school DOES NOT MEET this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below.

B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

Evidence	Visiting Team
Data from Observations and Interviews	X
The information resources and technology plan(s)	X
Budget for information resources and technology	X
Information skills curriculum	X
Inventory of information resources	
Inventory of information technology equipment	X
Policies related to information resources and technology	X

C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

Observations

In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.

1. The Team's general observations regarding the school's adherence to this Standard for Accreditation and its Indicators of Quality.

The Visiting Team observed that:

- Access to appropriate information resources and technology is provided for students and staff. All teachers received a new laptop in 2014.
- Appropriate technology instruction is offered to develop student inquiry, research, and information literacy skills weekly.
- The information resources of United Streaming and Stratologica are well regarded by teachers.
- The qualified librarian provides effective service to students in grades Pre-K-4 to grade 8 through weekly instruction and a well-stocked library of 6,000+ books and periodicals.
- Smart boards in use were observed by the Visiting Team but used infrequently.

2. The Team's observations regarding areas in which the school exceeds the requirements of this Standard and its Indicators of Quality.

The Visiting Team determined that the school exceeds the expectations of this Standard in the following ways:

- Information technology equipment is functional and well maintained by the competent, part-time technology teacher.
- The technology teacher instructs students Monday-Thursday. She troubleshoots and trains teachers on Fridays. All staff spoke very highly of her instruction and her ability to keep technology up-to-date and operating smoothly.

Recommendations

In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Visiting Team recommends:

- The Visiting Team support the goal of continuing to seek technology grants and other fundraising sources to promote the technology plan; especially the need for projectors in several rooms.
- The Visiting Team is supportive of:
(1) the implementation of the MSP system in the 2015-16 school year ,

- (2) the MSP professional development being done this summer and
- (3) Recommends that they work toward a plan to implement Level 2 of the MSP program.

Recommended Monitoring Issues:

In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school's term of accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
X	NONE	

Recommended Stipulations:

In this section, the Team lists any requirement(s) of this Standard and/or its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school's accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
X	NONE	

DESCRIPTIVE SUMMARY OF STUDENT SERVICES AND STUDENT LIFE

Education encompasses every area of the child’s development. The school must, therefore, be as concerned with the quality of services offered to the children that will assure their physical and emotional development as they are with academic programs.

The Student Services and Student Life sections of the self-study are intended to assess the quality of those services and activities offered either by the school or outsourced.

The Descriptive Summary of Student Services and Student Life consists of the following elements:

- Self- Assessment of Standard for Student Services
- Self-Assessment of Standard for Student Life and Activities

STUDENT SERVICES STANDARD FOR ACCREDITATION

The Standard: The school implements written policies and procedures, in partnership with families and the community, that provide all students with, or refer them to, services that are age- and developmentally appropriate to optimize opportunities for life-long success. Student services are systematic and integral to the educational program. They are provided by qualified personnel, sufficiently financed, periodically evaluated, and philosophy/mission appropriate.

A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

X	It is the Visiting Team's assessment is that the school MEETS this Standard for Accreditation
	It is the Visiting Team's assessment is that the school DOES NOT MEET this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below.

B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

Evidence	Visiting Team
Data from Observations and Interviews	X
Guidance and counseling plan	X
Examples of student schedules	X
Results of follow-up studies of graduates	
Policies related to student services, including guidance and counseling, admissions, transportation, food services, and special education	X
Admissions criteria (if applicable)	X

C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

Observations

In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.

1. The Team's general observations regarding the school's adherence to this Standard for Accreditation and its Indicators of Quality.

The Visiting Team observed that:

- Student Support Service personnel address the academic, speech and counseling needs for students in all grades.
- Student Services personnel are outsourced to: Title I and Catapult for Reading and Math plus counseling services, Nutritional Development Food Services (NDS) for the food program and transportation offered by the School District of Philadelphia.
- Through written policies and procedures the families are aware of the mission of the school as well as the education policies, services and tuition obligation.
- The food service personnel are dedicated to providing nutritious meals for the students at lunch.

2. The Team's observations regarding areas in which the school exceeds the requirements of this Standard and its Indicators of Quality.

The Visiting Team determined that the school exceeds the expectations of this Standard in the following ways:

- The school is meeting this Standard. Admittedly in the self-study the school reports due to budget cuts they would like "to have more services, there is nothing that can be done at

this time.” Therefore, the Visiting Team observed they are not exceeding expectations at this time.

Recommendations

In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Visiting Team recommends:

- To plan a formal orientation program for new families with the assistance of the faculty.
- To investigate grants and funding to support student services.
- To assess the effectiveness of the school’s program and services by doing a follow-up study of former graduates through the assistance of the Alumni Associations of both schools.
- To offer food menu options based on age appropriate portions and selections.

Recommended Monitoring Issues:

In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school’s term of accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

Recommended Stipulations:

In this section, the Team lists any requirement(s) of this Standard and/or its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school’s accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

STUDENT LIFE AND STUDENT ACTIVITIES STANDARD FOR ACCREDITATION

The Standard: A healthy atmosphere exists for all students. At all levels, non-discriminatory, appropriate student activities that supplement classroom experiences or community life are provided. An appropriate student activities program fosters a positive intellectual, cultural, and social climate, promotes growth in student leadership and social interaction skills, and encourages students' special interests.

A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

X	It is the Visiting Team's assessment is that the school MEETS this Standard for Accreditation
	It is the Visiting Team's assessment is that the school DOES NOT MEET this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below.

B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

Evidence	Visiting Team
Data from Observations and Interviews	X
Samples of student publications—e.g., yearbook	X
Budget for all athletic activities	X
Budget for all non-athletic activities—various grants	X
Policies on academic eligibility	
Policies related to student life and student activities	
<i>For boarding schools</i>	
Description of <ul style="list-style-type: none"> • Programs to develop healthy relationships with adults • Plan for continuous and responsible supervision by responsible adults 	
Descriptions of <ol style="list-style-type: none"> 1. Provisions for student privacy 2. Recreational programs 3. Provisions for religious practice 	

C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

Observations

In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.

1. The Team's general observations regarding the school's adherence to this Standard for Accreditation and its Indicators of Quality.

The Visiting Team observed that:

- Students are recognized by the school leadership for their academic performance, Student of the Month and other accomplishments at a monthly assembly.
- There are many creative and cultural activities for the students at all grades levels to engage in during the course of the school year.
- Students can participate in various sport activities during the year.

2. The Team's observations regarding areas in which the school exceeds the requirements of this Standard and its Indicators of Quality.

The Visiting Team determined that the school exceeds the expectations of this Standard in the following ways:

- Student Support Services address academic skills development, social skills development and personal growth.
- All student activities and athletics include opportunities for the faith formation of students.

Recommendations

In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Visiting Team recommends:

- Investigate the feasibility of having a Student Council as recommended by students.
- Policies regarding academic eligibility to participate in various student activities need to be written and communicated to the parents and students.
- Form a committee of volunteer parents/faculty and students to develop after school activities/clubs (Forensics) and additional sports.

Recommended Monitoring Issues:

In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school's term of accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

Recommended Stipulations:

In this section, the Team lists any requirement(s) of this Standard and/or its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school's accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

DESCRIPTIVE SUMMARY OF MAINTENANCE AND OPERATIONS

This section will examine three areas of the operation and maintenance of the school – Finances, Facilities, and Health and Safety. To ensure the effective implementation of all three, schools must have the appropriate policies, procedures, and resources in place.

The Descriptive Summary of Maintenance and Operations consists of the following elements:

- Self-Assessment of the Standard for Finances
- Self-Assessment of the Standard for Facilities
- Self-Assessment of Standard for Health and Safety

FINANCES STANDARD FOR ACCREDITATION

The Standard: Financial resources are sufficient to provide the educational opportunities defined in the school’s philosophy/mission. The business practices of the school are ethical. These practices promote confidence in the school’s ability to manage fiscal and material resources in a responsible manner and follow prescribed budgeting and accounting principles. The majority of resources raised for school purposes is dedicated to the school’s operations.

A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

X	It is the Visiting Team's assessment is that the school MEETS this Standard for Accreditation
	It is the Visiting Team's assessment is that the school DOES NOT MEET this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below.

B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

Evidence	Visiting Team
Data from Observations and Interviews	X
Current operating budget (for main campus and each branch campus)	X
Certified external audit letter conducted within the last two years (for main	

Evidence	Visiting Team
campus and each branch)	
Student tuition and fee schedule (if applicable)	X
Long-range financial plan	
Schedule of student tuition and fees (for non-public and proprietary institutions)	X
Evidence that the institution has no contingent liabilities or on-going litigations that potentially could affect the institution's ability to continue operation	X
List of grants and other funding sources obtained in the last calendar year	X
Publications provided to students outlining students' financial obligations	X
Summary of the institution's insurance coverage (for main campus and each branch)	X
Policies related to finances, financial aid, and refunds	X

C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

Observations

In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.

1. The Team's general observations regarding the school's adherence to this Standard for Accreditation and its Indicators of Quality.

The Visiting Team observed that:

- An operating budget is in place.
- The school shows an operating surplus.
- The school's financial operations are stable given the challenges of the merger of 2012.

2. The Team's observations regarding areas in which the school exceeds the requirements of this Standard and its Indicators of Quality.

The Visiting Team determined that the school exceeds the expectations of this Standard in the following ways:

- The governance and leadership exercise prudent control over all financial operations.

Recommendations

In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Visiting Team recommends:

- Consideration is given to hiring a full or part time on-site business manager who will enable the school to develop financial policies and procedures to guide daily operations along with the ability to plan for future expenses.
- Establish a financial plan beyond 2016, to 2018-2019.
- Contact the Archdiocese to obtain information for timing and scope for external audits.
- Establish the Advisory Board to assist with financial oversight.

Recommended Monitoring Issues:

In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school’s term of accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

Recommended Stipulations:

In this section, the Team lists any requirement(s) of this Standard and/or its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school’s accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

FACILITIES STANDARD FOR ACCREDITATION

The Standard: School facilities are safe, clean, and well maintained. The physical environment supports delivery of the educational program/services as well as optimal student development and achievement. Facilities are appropriate and adequate to implement the philosophy/mission of the school. They are regularly inspected for effective operation and meet all applicable laws including health and safety code requirements.

A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

X	It is the Visiting Team's assessment is that the school MEETS this Standard for Accreditation
	It is the Visiting Team's assessment is that the school DOES NOT MEET this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below.

B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

Evidence	Visiting Team
Data from Observations and Interviews	X
Floor plan of facilities	X
Long-range facilities plan	
Maintenance/repair schedules	X
Plans for any facilities improvements	X
Policies related to facilities	

C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

Observations

In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.

1. The Team's general observations regarding the school's adherence to this Standard for Accreditation and its Indicators of Quality.

The Visiting Team observed that:

- The staff should be commended for the cleanliness of the facility and that there is no life/safety issues that need to be addressed.
- The building was well maintained.
- The Title I Trailers are unnecessary and could be removed to provide additional space.

2. The Team's observations regarding areas in which the school exceeds the requirements of this Standard and its Indicators of Quality.

The Visiting Team determined that the school exceeds the expectations of this Standard in the following ways:

- The staff should be commended for preparing the school for the 2012-2013 merger and for having the work completed in time for the opening of the new school.
- Classrooms are spacious and welcoming.
- Lavatories are located on each floor.

Recommendations

In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Visiting Team recommends:

- Hiring a full-time facilities manager with experience in equipment replacement forecasting.
- Creation of a long-range facility plan.
- The Visiting Team supports the plan to install security cameras.
- Directional signage at the entrance to the main office building would enhance security along with providing visitors direction to the appropriate area.
- Consideration for accommodations for the disabled is suggested as part of the long-range facilities plan.

Recommended Monitoring Issues:

In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or

improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school's term of accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

Recommended Stipulations:

In this section, the Team lists any requirement(s) of this Standard and/or its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school's accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

HEALTH AND SAFETY STANDARD FOR ACCREDITATION

The Standard: A safe, orderly, and healthy environment for teaching and learning is provided. The school adheres to local, state, and federal government health and safety requirements. Health, safety, preventive/emergency procedures, and crisis management policies are clearly written, well documented, implemented, and updated regularly.

A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

X	It is the Visiting Team's assessment is that the school MEETS this Standard for Accreditation
	It is the Visiting Team's assessment is that the school DOES NOT MEET this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below.

B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

Evidence	Visiting Team
Data from Observations and Interviews	X
Emergency and crisis plans	X
Records of most recent health and safety inspections	X
Record of emergency drills	X
Emergency Procedures section of Faculty Handbook	X

C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

Observations

In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.

1. The Team's general observations regarding the school's adherence to this Standard for Accreditation and its Indicators of Quality.

The Visiting Team observed that:

- There is a safe and effective system in place to control access into the two school buildings leading to the second floor by visitors and non-school personnel.
 - The school conducts and maintains written reports of the various emergency drills that need to be taken: fire drill, shelter in place and lockdown drills.
- 2. The Team's observations regarding areas in which the school exceeds the requirements of this Standard and its Indicators of Quality.**

The Visiting Team determined that the school exceeds the expectations of this Standard in the following ways:

- A system exists to account for the students at all times.
- The faculty and staff are kept informed about students' health and physical needs.
- The team observed a fire drill at 9:35 a.m. on April 15. One building was empty in 1:00 minute while the other building was empty in 1:30 seconds. The students and staff exited the building in a quiet, orderly manner and proceeded directly to the designated areas.

Recommendations

In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Visiting Team recommends:

- Funding be made available through a grant or fund raiser to provide a full time nurse.
- Workshops are provided by a medical professional to assist the teachers and staff regarding the proper handling of medical emergencies of the students.
- Secure the access to the basement levels of both buildings.
- Add asbestos inspection to the list of inspections.
- Add to the emergency drill list procedures used regarding an active shooter and intruder.
- Investigate AED and CPR mandates for teachers and staff to be certified in both buildings.
- Fire blankets and eye wash stations be provided in required areas.
- Improve security by having every visitor receive a visitor badge and implement a sign in and sign out procedure.
- Blocking vehicle access at 10th & Pierce St. at opening and closing every day.

Recommended Monitoring Issues:

In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school's term of accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

Recommended Stipulations:

In this section, the Team lists any requirement(s) of this Standard and/or its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school's accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

SCHOOL IMPROVEMENT PLANNING

In this section the Team reports on the school's self-assessment of the Standard for School Improvement Planning, and their Plan for Growth and Improvement.

As the final component of its self-study, the school develops a plan to improve those areas of student performance and organizational capacity that emerged from the self-study as the areas that are the highest priorities for improvement. The protocol requires that the improvement plan has three components:

- Three, four, or five measurable objectives, two of which must focus on improving areas of student performance;
- Multi-year action plans to achieve the objectives; and
- A system for monitoring implementation of the action plans and achievement of the objectives.

SCHOOL IMPROVEMENT PLANNING STANDARD FOR ACCREDITATION

The Standard: The school uses a collaborative process to develop and implement a written strategic or long-range plan to improve its educational program and services. Plans are aligned with the school's philosophy/mission and its operational plans, and are focused on continuous improvement of student performance, staff professional and organizational growth.

A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

X	It is the Visiting Team's assessment is that the school MEETS this Standard for Accreditation
	It is the Visiting Team's assessment is that the school DOES NOT MEET this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below.

B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

Evidence	Visiting Team
Data from Observations and Interviews	X
Strategic and/or long-range plan	X
Development/institutional advancement plan	
Enrollment plan	X
Policies related to school improvement planning	
Technology Plan	X
Professional Development Plan	X
Staffing Plan	X

C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

Observations

In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.

1. The Team's general observations regarding the school's adherence to this Standard for Accreditation and its Indicators of Quality.

The Visiting Team observed that:

- The budget contained reasonable projections for next year.
- The Technology Plan is complete.
- The Improvement Plan contained guiding principles rather than policies; however, for future planning purposes these guiding principles can be converted to policies.
- The improvement plan needs to be extended to 2018-2019 to match the first five year period.

2. The Team's observations regarding areas in which the school exceeds the requirements of this Standard and its Indicators of Quality.

The Visiting Team determined that the school exceeds the expectations of this Standard in the following ways:

- The school has formed a strong foundation for improvement planning.
- The student-centered plan helps teachers through the use of appropriate assessments to evaluate progress toward the goals in mathematics and oral and written communications skills.

Recommendations

In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Visiting Team recommends:

- Complete a long-range financial plan
- Complete a facilities plan
- An institutional development plan is a critical need.

Recommended Monitoring Issues:

In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school's term of accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

Recommended Stipulations:

In this section, the Team lists any requirement(s) of this Standard and/or its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school's accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

THE PLAN FOR GROWTH AND IMPROVEMENT

A. STUDENT PERFORMANCE/ORGANIZATIONAL CAPACITY OBJECTIVES AND ACTION PLANS

The centerpiece of the school's Plan for Growth and Improvement is formed by the three, four, or five areas of measurable objectives the school has identified as being the highest priorities for growth and improvement if the school is to move closer to achieving its Mission. At least two of the objectives must focus on areas of student performance that have been determined to be priorities for growth and improvement. The remaining one, two, or three objectives may be either student performance objectives and/or objectives focused on growing and improving the school's organizational capacity to produce the levels of student performance desired and expected by the school's community of stakeholders. Space is provided below to evaluate the maximum number of objectives. This limited number of objectives is suggested so the school can focus on the most critical aspects of student performance without diverting its energies in too many directions.

Action plans describe the methods the school will use to accomplish its mission/philosophy and its performance/capacity objectives. Action plans provide detailed descriptions of the specific actions required to achieve desired results outlined in the student performance improvement and organizational capacity objectives. This is the "doing" part of the plan. Action plans can and should include multiple activities that will engage the school in improvement activities for the next seven years. Action plans should be specific and tell in detail how the school will accomplish its objectives. Action plans should relate directly to the objectives, but they also should be related to the mission/philosophy.

The Visiting Team examined the action plan(s) for the performance/capacity objectives in the school's Plan for Growth and Improvement according to the criteria for effective action plans.

A.1. Objective #1

X	This is a student performance objective
	This is an organizational capacity objective

Student Performance Objective #1:

To increase proficiency by five percent each year in oral and written communication skills in kindergarten through eighth grade so that students will express themselves clearly and effectively for specific audiences and purposes. Through the use of Terra Nova data, average

scores on report cards and teacher developed assessments, an organized plan of appropriate rubrics and syllabi will be created by 2022 to measure the mastery of these skills. Teachers will have examined Terra Nova Data by September, 2015 as a starting point to measure levels of mastery and to plan accordingly.

	YES	NO
Is the objective:		
Closely associated with the exit outcomes for students as expressed in the Profile of Graduates, graduation requirements, and/or performance expectations for the school's students?	X	
Reflective of the school's mission, and supportive of the strategic plan of the larger organization?	X	
Does the objective:		
Include baseline data, and are they logically organized and presented in an easily understood format?	X	
Enjoy the support of the school's stakeholders as one of the highest priorities for growth and improvement in student performance?	X	
Does the school:		
Have sufficient energy and resources to support the implementation of the action plans and the achievement of the objectives?	X	
Have an effective and efficient way to gather data to assess the progress of the objective?	X	
Is the objective reasonable and achievable?	X	

What recommendations can the Team offer to the school for any areas evaluated No and/or to improve the clarity and focus of this objective?

A.2. Action Plan for Objective #1:

In the table below, evaluate the degree to which this action plan meets the criteria for an effective action plan.

Does this action plan:	YES	NO
Include strategies/action steps that are comprehensive in scope?	X	
Include a logical sequence of strategies and/or action steps?	X	
Outline clearly and in detail the action steps to be taken in the first two to three years of the plan?	X	
Include enough activities to ensure that the objective will be achieved?	X	
Address as many aspects of the institution's programs, activities, and services as appropriate?	X	
Address aspects of the Middle States Standards for Accreditation	X	

Does this action plan:	YES	NO
identified as weak in the institution's self-assessment of how well it meets the Standards?		
Identify the resources required to implement the action steps?	X	
Identify the persons/groups responsible for implementing each action step?	X	
Vary the groups/individuals responsible so that the burden for implementation does not fall on just one or two individuals?	X	
Include clear indicators of success for each action step so the institution knows what action steps have been implemented and with what result?	X	
Establish reasonable timelines for implementing the action steps?	X	
Demonstrate discipline and reasonableness by spreading action steps throughout the entire life of the plan so as not to overwhelm the time, energy, and resources available for implementing a plan?	X	

What recommendations can the Team offer to the school for any areas evaluated "No" to improve the clarity and focus of this action plan?

A.3. Objective #2:

X	This is a student performance objective
	This is an organizational capacity objective

Student Performance Objective #2:

Students in grades Kindergarten through Grade Eight will demonstrate a three percent increase yearly by 2022 in their level of proficiency in the area of mathematical concepts and skills by applying their knowledge gained to real life problem solving situations. The Terra Nova Objective Summary Scores in conjunction with benchmark tests, teacher made tests, and report card grades will be the instruments used to measure the students' levels of proficiency. By September, 2015, teachers will have examined the Terra Nova Scores to determine the levels of mastery of each mathematical skill and concept and plan accordingly.

	YES	NO
Is the objective:		
Closely associated with the exit outcomes for students as expressed in the Profile of Graduates, graduation requirements, and/or performance expectations for the school's students?	X	
Reflective of the school's mission, and supportive of the strategic plan of the larger organization?	X	
Does the objective:		

	YES	NO
Include baseline data, and are they logically organized and presented in an easily understood format?	X	
Enjoy the support of the school's stakeholders as one of the highest priorities for growth and improvement in student performance?	X	
Does the school:		
Have sufficient energy and resources to support the implementation of the action plans and the achievement of the objectives?	X	
Have an effective and efficient way to gather data to assess the progress of the objective?	X	
Is the objective reasonable and achievable?	X	

What recommendations can the Team offer to the school for any areas evaluated No and/or to improve the clarity and focus of this objective?

A.4. Action Plan for Objective #2:

In the table below, evaluate the degree to which this action plan meets the criteria for an effective action plan.

Does this action plan:	YES	NO
Include strategies/action steps that are comprehensive in scope?	X	
Include a logical sequence of strategies and/or action steps?	X	
Outline clearly and in detail the action steps to be taken in the first two to three years of the plan?	X	
Include enough activities to ensure that the objective will be achieved?	X	
Address as many aspects of the institution's programs, activities, and services as appropriate?	X	
Address aspects of the Middle States Standards for Accreditation identified as weak in the institution's self-assessment of how well it meets the Standards?	X	
Identify the resources required to implement the action steps?	X	
Identify the persons/groups responsible for implementing each action step?	X	
Vary the groups/individuals responsible so that the burden for implementation does not fall on just one or two individuals?	X	
Include clear indicators of success for each action step so the institution knows what action steps have been implemented and with what result?	X	
Establish reasonable timelines for implementing the action steps?	X	
Demonstrate discipline and reasonableness by spreading action steps throughout the entire life of the plan so as not to overwhelm the time,	X	

Does this action plan:	YES	NO
energy, and resources available for implementing a plan?		

What recommendations can the Team offer to the school for any areas evaluated “No” to improve the clarity and focus of this action plan?

A.5. Objective #3:

	This is a student performance objective
X	This is an organizational capacity objective

Organizational Capacity Objective #1:

To create a more viable professional development plan that would better support teachers in the implementation of the curriculum so as to increase student performance in all academics by 2022. All teachers will create a portfolio of their professional development opportunities by The rubrics for the portfolio will be in place by March, 2015.

	YES	NO
Is the objective:		
Closely associated with the exit outcomes for students as expressed in the Profile of Graduates, graduation requirements, and/or performance expectations for the school’s students?	X	
Reflective of the school’s mission, and supportive of the strategic plan of the larger organization?	X	
Does the objective:		
Include baseline data, and are they logically organized and presented in an easily understood format?	X	
Enjoy the support of the school’s stakeholders as one of the highest priorities for growth and improvement in student performance?	X	
Does the school:		
Have sufficient energy and resources to support the implementation of the action plans and the achievement of the objectives?	X	
Have an effective and efficient way to gather data to assess the progress of the objective?	X	
Is the objective reasonable and achievable?	X	

What recommendations can the Team offer to the school for any areas evaluated No and/or to improve the clarity and focus of this objective?

A.6. Action Plan for Objective #3:

In the table below, evaluate the degree to which this action plan meets the criteria for an effective action plan.

Does this action plan:	YES	NO
Include strategies/action steps that are comprehensive in scope?	X	
Include a logical sequence of strategies and/or action steps?	X	
Outline clearly and in detail the action steps to be taken in the first two to three years of the plan?	X	
Include enough activities to ensure that the objective will be achieved?	X	
Address as many aspects of the institution's programs, activities, and services as appropriate?	X	
Address aspects of the Middle States Standards for Accreditation identified as weak in the institution's self-assessment of how well it meets the Standards?	X	
Identify the resources required to implement the action steps?	X	
Identify the persons/groups responsible for implementing each action step?	X	
Vary the groups/individuals responsible so that the burden for implementation does not fall on just one or two individuals?	X	
Include clear indicators of success for each action step so the institution knows what action steps have been implemented and with what result?	X	
Establish reasonable timelines for implementing the action steps?	X	
Demonstrate discipline and reasonableness by spreading action steps throughout the entire life of the plan so as not to overwhelm the time, energy, and resources available for implementing a plan?	X	

What recommendations can the Team offer to the school for any areas evaluated "No" to improve the clarity and focus of this action plan?

A.7. Objective #4:

	This is a student performance objective
X	This is an organizational capacity objective

Organizational Capacity Objective #2:

To implement a public relations campaign using multi-media to increase enrollment from 274 students at present to 300 or more by the year 2022. In order to stabilize enrollment and increase viability, we will begin using social media by March, 2015.

	YES	NO
Is the objective:		
Closely associated with the exit outcomes for students as expressed in the Profile of Graduates, graduation requirements, and/or performance expectations for the school's students?	X	
Reflective of the school's mission, and supportive of the strategic plan of the larger organization?	X	
Does the objective:		
Include baseline data, and are they logically organized and presented in an easily understood format?	X	
Enjoy the support of the school's stakeholders as one of the highest priorities for growth and improvement in student performance?	X	
Does the school:		
Have sufficient energy and resources to support the implementation of the action plans and the achievement of the objectives?	X	
Have an effective and efficient way to gather data to assess the progress of the objective?	X	
Is the objective reasonable and achievable?	X	

What recommendations can the Team offer to the school for any areas evaluated No and/or to improve the clarity and focus of this objective?

A.8. Action Plan for Objective #4:

In the table below, evaluate the degree to which this action plan meets the criteria for an effective action plan.

Does this action plan:	YES	NO
Include strategies/action steps that are comprehensive in scope?	X	
Include a logical sequence of strategies and/or action steps?	X	
Outline clearly and in detail the action steps to be taken in the first two to three years of the plan?	X	
Include enough activities to ensure that the objective will be achieved?	X	
Address as many aspects of the institution's programs, activities, and services as appropriate?	X	
Address aspects of the Middle States Standards for Accreditation identified as weak in the institution's self-assessment of how well it meets the Standards?	X	
Identify the resources required to implement the action steps?	X	
Identify the persons/groups responsible for implementing each action step?	X	

Does this action plan:	YES	NO
Vary the groups/individuals responsible so that the burden for implementation does not fall on just one or two individuals?	X	
Include clear indicators of success for each action step so the institution knows what action steps have been implemented and with what result?	X	
Establish reasonable timelines for implementing the action steps?	X	
Demonstrate discipline and reasonableness by spreading action steps throughout the entire life of the plan so as not to overwhelm the time, energy, and resources available for implementing a plan?	X	

What recommendations can the Team offer to the school for any areas evaluated No and/or to improve the clarity and focus of this objective?

B. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

In this section, the Team reports its observation and recommendations regarding the degree to which the school's Plan for Growth and Improvement meets the requirements of the protocol.

The Requirements of the Protocol for the Plan for Growth and Improvement

In this section, the Visiting Team reports whether the school's Plan for Growth and Improvement meets the requirements of the protocol.

Requirement of the Protocol	Met	Not Met
Three, four, or five objectives measurable student performance/organizational capacity objectives; at least two must be focused on growing and improving student performance.	X	
▪ One or more assessments for each objective	X	
▪ Baseline data for at least one assessment for each objective	X	
▪ Technical approval of the objectives	X	
Comprehensive action plans for each objective	X	
Plan for regular monitoring and review of the Plan (at least once annually)	X	

Observations

In this section, the Team lists 1) any general observations regarding the degree to which the school meets the requirements of the protocol for the Plan for Growth and Improvement (objectives and action plans) and 2) any areas in which the school exceeds the requirements of the requirements of the protocol.

- Assessments are appropriate. The TerraNova assessments, school-wide assessments and report cards will be used to measure student progress to meet the oral and written communication goal and the Math improvement goal.
- Indicators to measure and monitor the goal to increase public relations and enrollment are appropriate to determine success. (i.e., funding and media visits)
- Monitoring is effectively planned. ELA curriculum coordinators will meet with the ELA teachers each trimester to discuss the level of effectiveness of the rubrics they use in their classrooms and offer needed assistance. The Math goal is monitored by the appropriate administration and staff.
- Appropriate staff and personnel are committed to the Growth and Improvement plan.

Recommendations

In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of the protocol for the Plan for Growth and Improvement. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Visiting Team recommends:

- In the effort to effectively fulfill the school's mission, more opportunities need to be in place to meet the needs of the gifted students.
- In the effort to effectively fulfill the school's mission, differentiated opportunities for special needs students need to be in place to meet the student performance goals.
- Establish a development committee.
- Reach out to the Alumni of both former schools to create a St. Anthony of Padua Regional School Alumni Association.

Recommended Monitoring Issues:

In this section, the Team lists any requirements of the protocol for the Plan for Growth and Improvement—Student Performance Objectives and Action Plans—that require monitoring. Monitoring issues refer to elements of Student Performance Objectives and Action Plans required by the protocol that are not completely absent but are met only partially and are either in need of completion or improvement. Monitoring issues must be corrected by mid-term in the school's accreditation.

No.	Requirement of the Protocol	Action Recommended
	NONE	

Recommended Stipulations:

In this section, the Team lists any requirements for the Plan for Growth and Improvement—Student Performance Objectives and Action Plans—that are absent and, therefore, must be added as a stipulation to the school’s accreditation.

No.	Requirement of the Protocol	Action Recommended
	NONE	

ACCREDITATION RECOMMENDATION

After its visit to the school, and after considering the evidence seen and heard during the visit, the Middle States Association's Visiting Team is charged with making a recommendation to the Commission(s) regarding the accreditation action the Commission(s) should take.

Based on the evidence presented by the school in its Self-Study Document and supporting documentation, and based on the evidence seen and heard by members of the Team from the school's community of stakeholders, the Team recommends to the Middle States Commission(s) that it take the following accreditation action:

Accreditation

An "Accredited" institution is an educational organization that meets all MSA Standards for Accreditation, adheres to applicable MSA policies, and meets the requirements of the self-study protocol used. The institution agrees to adhere to the requirements for maintenance of accreditation, and there are no outstanding issues related to the Standards or requirements of the protocol that would require monitoring or onsite visits beyond the normal expected events required by the protocol utilized.

NEXT STEPS

As St. Anthony of Padua Regional Catholic School proceeds with the implementation of its Plan for Growth and Improvement, there are a number of “next steps” the school will be expected to take in order to maintain accredited status. These include the following:

- **Maintain Adherence to the Middle States Standards for Accreditation.**

The twelve Standards for Accreditation reflect research-based best practices for quality in schools. The Standards also represent the organizational “building blocks” that need to be in place to produce high levels of student performance. An accredited school is required to maintain its adherence to the Standards for Accreditation throughout its term of accreditation.

- **Implement the Plan for Growth and Improvement.**

When the Middle States Association grants accreditation to a school using the *Designing our Future* protocol, it does so with the understanding that the school will make a good faith effort to implement the Plan for Growth and Improvement that served as one of the bases for accreditation.

- **Submit an Annual Profile and Nominations to Serve on Visiting Team.**

As a requirement to maintain its accreditation, the school is required to submit an Annual Profile in which it either confirms or revises basic data about the school. A second requirement is that the school nominates members of its staff to serve on Visiting Teams to other schools.

- **Conduct Periodic Reviews of the Plan for Growth and Improvement**

While Middle States does not “collect” evidence of the school’s annual review, the school is expected to conduct periodic reviews of its Plan. The purpose of the periodic reviews is to ensure that progress is being made in implementing the Plan, to update and revise the Plan as needed, and to pause to celebrate successes. The school should keep records of what transpired during each review such as meeting agendas, minutes, documented changes to the Plan, and summaries of results of the assessments being used to measure progress toward achieving the objectives. Documentation will be required for the Mid-Term Report and by the next Visiting Team.

- **Complete a Mid-Term Report**

At the beginning of the third year in the accreditation term, the school will be required to submit a Mid-Term Report in which it will provide evidence of its implementing its Plan for Growth and Improvement and of progress being made toward achieving its objectives. The Report will be reviewed by the Middle States staff, which may determine that an on-site visit should be conducted to examine any areas of concern.

- **Prepare for Reaccreditation**

At the beginning of the sixth year of the school's accreditation term, begin a new self-study in preparation for the visit of the next Visiting Team. It should be noted, however, that if the school has implemented a planning ethic and the *Designing our Future* school improvement process has been ongoing as expected, and preparing for the next team visit should be an extension of work already underway.

SUMMARY AND CLOSURE

St. Anthony of Padua Regional School ORAL REPORT April 15, 2015

Good afternoon. I am Dr. Mary Burke, chair of the Middle States Visiting Team to **St. Anthony of Padua Regional Catholic School**. The other members of the Team and I are pleased to see so many members of the school community present to hear our report. We will leave **St. Anthony of Padua Regional Catholic School** at the end of this report feeling that we have had a full and rich experience in your school. We appreciate the warm reception we have received and the candor with which you have shared your deepest concerns and greatest wishes.

This oral report is a brief summary of the major points that will likely be included in the written report, which will follow in approximately six to eight weeks.

At the conclusion of this oral report, we will leave your school. We will not entertain any questions or enter into any discussion. You will have the opportunity to ask questions about our findings after you have received and reviewed the written report.

At the outset, I want to recognize and thank publicly the other members of our Team for their service to you and to the Middle States Association—**Sr. James Kathleen Cofer, Ms. Meg Kane-Smith, and Mr. Robert Shields**. This was an outstanding team of educators. I do not know if you are aware of this, but these educators are all volunteers who have given their own professional and personal time to provide this service to you. The team members were strangers to each other before they came together here on **Sunday** afternoon. They have worked hard day and night to conduct as thorough of an evaluation of your school as is possible. It is a tribute to their professionalism and expertise that they were able to coalesce as a team so quickly and to produce such fine work in service to your school. I believe you owe them your thanks for their service to your school.

We, the visiting team, want to thank you for your hospitality. We all appreciated having the opportunity to share in the culture and neighborhood of S. Philly. We loved dancing to the Mummers, eating Philly soft pretzels, dining at the Penrose Diner and having the traditional Italian cuisine of Pesto's. Thank you so much everyone for your hospitality but most especially, Sr. Mary Esther.

It is important that you know that accreditation is a voluntary activity. We are here because you invited us. You asked us to study the work that you are doing and your plans for the future. Therefore, we came here with several purposes.

First, we were charged with ensuring that St. Anthony of Padua Regional Catholic School meets the Middle States Standards for Accreditation.

In addition to meeting the standards, the protocol you chose—**Designing Our Future**—requires that you have a system of continuous planning for school improvement. It also requires that you develop goals for improving areas of student performance and that you create plans to achieve those goals. You chose to improve oral and written communication and mathematics proficiency. In addition, your school was asked to develop one or more organizational growth objectives. You chose to create a Professional Development Plan to support teachers' implementation of the curriculum and to implement a public relations campaign to increase enrollment. The expectation is that, after the team leaves, you will faithfully implement your improvement plan over the next seven years and make a good faith effort to achieve the goals you set.

In addition to being the evaluators, we came as your "critical friends." What I mean by this is that we came to look and listen with discerning eyes and ears as professional friends and colleagues. What we have to say to you is offered in the spirit of our desire to leave you in a better position to achieve your goals than before we arrived.

Let me begin the substance of this report by sharing with you what we have determined to be the strengths of your school.

We asked nearly all of the groups with whom we met to identify what they see as the primary strengths of your school. The responses can be summarized by the word "community." Many schools talk about being a community of learners, but St. Anthony of Padua Regional Catholic School is an exemplar of such a community.

From the moment we entered the school, we saw and heard that this is a special place.

We are impressed by the uniformity with which the stakeholders with whom we spoke support the work of St. Anthony of Padua Regional Catholic School. We were told by the administrators that this community supports its newly merged school and will provide whatever is necessary to make sure the children have what they need and what they want, as your Mission says, "to achieve individual success in academia" as a "Twenty-first century learner" within a "Catholic culture".

We heard from your students that the strength of your school is the level of caring and concern the teachers have for their students. Your students told us that they have strong relationships with their teachers, which students characterized as a "family." They told us that their teachers are always willing to go the extra mile with them, and that their teachers are always available to them. Students reported feeling safe and secure.

The school's outstanding strengths are;

- Catholic Identity- Philosophy and Mission Standard 1- The school's mission statement highlights that it is a faith-based school that enables students to be academically successful;

these goals are definitely demonstrated through its emphasis on prayer, service to one another, liturgy experiences, generally good standardized test scores, and students being accepted into high schools of their choice.

- Governance and Leadership Standard 2 – The Pastors and administration work together to maintain the Catholic identity. The pastor and school leadership have a very positive relationship with the parents, faculty and students.
- School Climate- Standard 6 –strong sense of community- The school’s very positive school climate facilitates achievement of its core values as expressed in the Philosophy/Mission. St. Anthony of Padua Regional Catholic School is a highly collegial school. The staff greatly supports each other and the administration is greatly supported by the staff and vice versa. They all work very well together. We observed that this is truly a family.
- Educational Program- Standard 8-The longevity of the dedicated faculty is a real asset to instruction and building long-term relationships with the students. Every staff member knows every student’s name.

When we came to your school, we assumed that you not only wanted to hear from us about the strengths of your school but about the areas in need of improvement and the challenges we see you must address, as well. Therefore, we also asked most of the groups with which we met to identify the areas of the school most in need of improvement and the challenges the school faces in achieving its mission. Most of these areas and challenges will not come as surprises to you.

During our visit, we did hear a few complaints. *The schools areas most in need of improvement are:*

- The need for an operating Advisory Board- School improvement planning- Standard 3- Having the Advisory Board functioning in the immediate future would contribute greatly to the development of the marketing plan –Standard 3, financial plan – Standard 4 and facilities plan- Standard 5.
- Enrollment needs to be increased and stabilized. – Finance Standard 4.
- Marketing plan need to be professionally developed- School improvement planning- Standard 3.
- The current process of control access needs to be improved - Health and Safety- Standard 7- (1) every visitor should receive a visitor badge and sign in and sign out. (2) Vehicle access at 10th & Pierce St. needs to be blocked at opening and closing. (3) Secure the access to basement levels of both buildings.

Now, let me move to the accreditation decision we will make to the Commission on Elementary Schools.

As I stated earlier, part of the decision regarding whether to recommend accreditation of St. Anthony of Padua Regional Catholic School is based on whether you meet the 12 standards for accreditation. These standards address every aspect of the programs, services, and resources

you provide for your student. They also address the school's capacity to provide an appropriate education based on the standards and expectations of your community.

We concluded that St. Anthony of Padua Regional Catholic School meets all 12 of the standards for accreditation.

The second factor we must consider in making our accreditation recommendation is whether St. Anthony of Padua Regional Catholic School meets the requirements of the *Designing Our Future* protocol. These requirements are summarized in the following commitments you must make to be accredited:

- You must commit to plan strategically with a specific emphasis on improving student performance in the areas you identified to be priorities for your students.
- You must commit yourselves to establishing a culture of being accountable for your students' performance.
- You must be committed to involving a broad spectrum of your school's stakeholders in defining a vision for your school, in developing the means to get closer to that vision, and in designing and implementing action plans to achieve that vision. This is not to be an exercise for the education professionals only. It is expected that this will be a strategic plan literally owned by the entire school community and for which the entire community will be held accountable.

With regard to these requirements, we found that, St. Anthony of Padua Regional Catholic School has a school improvement plan focused on improving student performance, and action plans to achieve the objectives. We also found almost universal agreement regarding the areas of student performance on which your objectives focus. We recommend the inclusion of benchmarks to review progress throughout the entire strategic plan.

Ladies and gentleman, these are some of the major themes and findings that will be included in our written report. We offer them in the spirit of being your "critical friends" and with the desire that they will help you as you work toward achieving your mission.

Now, we get to the part you all have been waiting for. This Visiting Team will recommend to the Middle States Commission on Secondary Schools that St. Anthony of Padua Regional Catholic School be re-accredited for seven years.

As we take our leave, the members of the Validation Team wish to thank all of you for opening your school to us, for sharing with us your hopes, your dreams, and your concerns, and for your wonderful hospitality. Our experience here has been a rich and rewarding one.

Many thanks especially go to **Sr. Carmela Falcone and Mrs. Theresa Smith**, your Internal Coordinators, for their hard work in preparing your school for our visit, for organizing our visit, and for being so accommodating and responsive to our requests and needs. We again

want to especially thank Sr. Mary Esther for her hospitality and warm friendship offered throughout our visit.

We leave you with this thought. We are convinced that the good people of your school and school community care deeply about and seek the best for your children as they become "twenty-first century learners". We are also convinced that, when men and women of good will come together for the sake of their children, mountains can be crossed, rivers can be bridged, differences can be healed, and obstacles can be overcome. The people that constitute St. Anthony of Padua Regional Catholic School have confirmed this belief for us. You have a good school. Our challenge to you now is to make it into a great school for many years to come.

We wish you the success in all your endeavors and Godspeed.

Thank you and goodbye.

VISITING TEAM ROSTER

Role	Name	School/Organization
Chair of the Team	Dr. Mary Burke	St. Anthony of Padua School – Camden, NJ
Team Member	Sr. James Kathleen Cofer	Saint Charles Borromeo - Bensalem, PA
Team Member	Ms. Meg Kane-Smith	Ursuline Academy-Wilmington, DE
Team Member	Mr. Robert Shields	St. Anthony of Padua School-Wilmington, DE