

U.S. Department of Education
2016 National Blue Ribbon Schools Program

[] Public or [X] Non-public

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

Name of Principal Mrs. Phyllis Karko

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

Official School Name Saint Joseph School, Fullerton

(As it should appear in the official records)

School Mailing Address 8416 Belair Road

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

City Baltimore State MD Zip Code+4 (9 digits total) 21236-0319

County Baltimore County

Telephone (410) 256-8026 Fax (410) 529-7234

Web site/URL http://www.stjoefullerton.org E-mail pkarko@stjoefullerton.org

Facebook Page
http://www.facebook.com/St.
Twitter Handle Joseph School, Fullerton Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

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

(Principal's Signature) Date _____

Name of Superintendent*Dr. Barbara Edmondson E-mail barbara.edmondson@archbalt.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Archdiocese of Baltimore Tel. (410) 547-5515

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

(Superintendent's Signature) Date _____

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

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

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

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

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

Part I – Eligibility Certification

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The public school has met their state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) using the most recent accountability results available for the year prior to nomination.
3. To meet final eligibility, a public school must meet the state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) for the year in which they are nominated (2015-2016) and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2010 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2011, 2012, 2013, 2014, or 2015.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2015-2016) unless otherwise stated.

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

1. Number of schools in the district (per district designation):
- Elementary schools (includes K-8)
 - Middle/Junior high schools
 - High schools
 - K-12 schools
- TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. Number of students as of October 1, 2015 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	22	24	22
K	26	21	47
1	31	22	53
2	27	29	56
3	22	25	47
4	25	15	40
5	17	30	47
6	28	26	54
7	22	17	39
8	24	27	51
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	244	236	480

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 24 % Asian
 - 5 % Black or African American
 - 3 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 62 % White
 - 6 % Two or more races
 - 100 % Total**

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

5. Student turnover, or mobility rate, during the 2014 – 2015 school year: 0%

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2014 until the end of the 2014-2015 school year	1
(2) Number of students who transferred <i>from</i> the school after October 1, 2014 until the end of the 2014-2015 school year	1
(3) Total of all transferred students [sum of rows (1) and (2)]	2
(4) Total number of students in the school as of October 1, 2014	476
(5) Total transferred students in row (3) divided by total students in row (4)	0.004
(6) Amount in row (5) multiplied by 100	0

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

Specify each non-English language represented in the school (separate languages by commas):
While no student is currently attending ELL classes, many students began as English Language Learners and have since been dismissed from services.

7. Students eligible for free/reduced-priced meals: 7%
 Total number students who qualify: 32

8. Students receiving special education services: 5 %
19 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- | | |
|--------------------------------|--|
| <u>0</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>0</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>5</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>19</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>0</u> Developmentally Delayed |

9. Number of years the principal has been in her/his position at this school: 12
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers	21
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	7
Paraprofessionals	11
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 23:1

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

Required Information	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011
Daily student attendance	98%	98%	97%	98%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2015.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

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

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

Saint Joseph School educates children in the Catholic tradition, providing a positive learning environment where every child is challenged to full potential: academically, spiritually, and morally.

PART III – SUMMARY

Saint Joseph School, Fullerton, located in the Perry Hall community of Baltimore County, Maryland, is an Archdiocese of Baltimore parish school serving Pre-Kindergarten (age four) through eighth grade students. These children represent a global cross-section of ethnicities and socio-economic backgrounds. They live in Baltimore County, Harford County, and Baltimore City. The school recognizes its symbiotic relationship with the parish as well as its long-standing historic role within the larger community.

Support (PBIS) school-wide program, other programs include “Bucket-Filling” from Pre-K through 5th and the “FISH! Philosophy” in middle school.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

The core curriculum, provided by the Archdiocese, consisting of Language Arts, Mathematics, Science, and Social Studies, addresses today's challenging demands to prepare each student for higher learning and a multitude of career possibilities. Saint Joseph School tailors this curriculum to serve its students and their needs.

The Language Arts curriculum encompasses reading, speaking, writing, listening, and media literacy. Reading skills dominate all curricular areas; therefore, all teachers have received professional development in strategies to ensure the five skill areas are being cultivated and incorporated into lessons across all subject areas.

In kindergarten through fifth grade, instruction is based on the "Treasures" integrated program published by McGraw-Hill. This program balances a phonetic approach with sight and oral vocabulary for the development of comprehension in the primary grades. The intermediate level focuses on vocabulary with the addition of affixes and word origins as new words are encountered. Fluency and comprehension are addressed in the authentic literature provided in the reading series. This is supplemented with leveled readers and passages on the appropriate Lexile levels. Classes are taught using small flexible groups of students facilitated by the teacher and the instructional assistant.

The middle school uses the Prentice Hall "Literature" anthologies along with its "Reader's Notebook" component. This series provides exposure to a variety of genres and in-depth study of literary elements. Students are challenged to acquire note-taking skills, to think critically, and to analyze passages for author's purpose and writing style.

Writing is a strong component. From early childhood through middle school, grammar skills and concepts are introduced, developed, and mastered so that writing is effective and clear. The writing process is learned within the framework of a writer's workshop. Students experience all types and styles throughout the grades.

Mathematics curriculum and instruction strives for a deep understanding and application of mathematics at each grade level. The mathematics curriculum itself is Common Core based and has been designed to improve each student's ability to learn, refine, and apply skills as well as to effectively think, reason, and solve problems.

Students in kindergarten through grade five use the EnVisionMATH and other resources tailoring the lessons to meet student needs. Grades six to eight use Pearson Mathematics Courses 1 through 3 and Algebra I for their instructional resources. Both programs foster critical thinking and problem-solving. They also utilize real world applications and cross-curricular connections.

Beginning in grade three, the students are grouped in three academics levels determined by standardized test scores, trimester grades, and teacher recommendation based on math capability. These groupings allow instruction at an individual's developmental level. Extra math periods are scheduled for grades three to five each week to provide a stronger mathematical foundation. Remediation and supports include math lab in primary grades, instructional assistants, and middle school coach classes. Saint Joseph's course of study meets and exceeds the Archdiocesan curriculum as many of the students find success in "above grade level" work.

Science is taught in every grade using varied strategies. At the primary and intermediate levels, a survey of various units exposes the students to a range of science concepts. The scientific method is introduced and used as teachers provide activities that instill in the learners a curiosity for how things work and the principles behind the workings. Observatory experiences and labs are mainstays throughout the grades. Reading and writing for information are integral to the middle school curriculum. A science fair following

stringent criteria is held in eighth grade.

Social Studies is also a core subject across all grades, with content and skills based on curriculum from the Archdiocese. The children learn about their place in the world, the world's geographical make-up, and other cultures, past and present, that make the world so diverse. Projects, performance assessments, written and oral reports, technology-based activities as well as reading resources are the main methods used to engage the students in Social Studies concepts and applications. A social studies fair to display various countries and their cultures is done in the seventh grade.

Accommodations are made in all core subjects that involve differentiated instruction and alternative modes of assessment to meet the needs of those students who struggle to acquire the needed skills in those areas.

The Pre-Kindergarten, a structured program for four years olds, follows the Archdiocese of Baltimore curriculum providing a positive learning environment so each child will grow in reverence for self, others, and God. The program is designed to encourage curiosity while integrating reading and math readiness, science, and social studies with basic religion concepts.

Through the teacher's and instructional assistant's guidance and direction, students learn to work and play together. Small and large group activities prepare students for success in kindergarten as they pray, listen and respond to literature, sing songs, play games, develop number sense, and participate in dramatic play and art activities. Children enter kindergarten with readiness skills for success as indicated on the Brigance Screening.

2. Other Curriculum Areas:

Saint Joseph School has always included other curriculum areas to support, enhance, and integrate skills from the core curriculum. The Special Area subjects include Art, Music, Spanish, Computer, Library and Media, Physical Education, and Religion. These classes expose the child to an array of concepts and skills that help them to achieve their highest potential.

Visual Arts at Saint Joseph encourage practice and persistence in solving challenging artistic problems. In weekly classes, students are taught to be creative problem solvers by providing open-ended artistic problems with a variety of answers. This helps students to develop the confidence and courage needed in all subjects. Students participate in art critiques to develop the skill of analyzing. The process of giving and receiving feedback from students and peers helps them to improve their performance as artists and students. By pairing art lessons with visual artists and cultures, the arts enhance students' knowledge of history and culture and how it relates to all parts of life.

Weekly Music classes support the acquisition of knowledge and skills across all subjects. Specifically through singing, language skills are strengthened by focusing on pattern of speech and analysis of meaning. Through performance, students develop self-confidence. A variety of musical genres, composers, musicians, and instruments develop students' understanding of history and other cultures. Grade three students learn to play the recorder. Students in grades four to eight may opt to be part of an award-winning instrumental band. Other performing arts' activities include the fourth grade Christmas play and a middle school musical or talent show open to all grades held in alternate years.

Spanish is introduced informally in grade three. In grade four and five, weekly Spanish instruction becomes incrementally more intense. Basic language skills are enhanced as students learn to converse, to make grammar connections, and to read and write the language. Middle school meets three times a week with projects that allow the students to explore the various Spanish-speaking cultures and their traditions. Upon graduation, students are generally prepared for Spanish 2 if they opt to study that language in high school. St. Joseph School is in compliance with the program's foreign language requirements.

Saint Joseph School integrates technology through educational venues that enhance core curriculum. Computer classes, in grades kindergarten through eight, meet weekly. Students learn the basics to effectively use and care for the hardware. They learn skills to access and manage data in software programs

including Excel, Word, and Google Apps for Education. In the primary grades, emphasis is placed on terminology, use of age-appropriate software, basic keyboarding, and applications to integrate drill and practice in collaboration with classroom teachers. At the intermediate and middle school levels, more sophisticated computer skills are introduced. Correct formats for Word documents are learned; PowerPoint presentations are designed and polished. Applications for all types of learning and content are explored to allow students to discover what is available and how it can be individually tailored to learning needs.

Library/Media classes for kindergarten through eighth grade are held weekly. The librarian is an essential support teacher who introduces literature, discusses books and their parts, acquaints students with resources for research, and provides group projects on various media literacy topics. Baltimore County Public Librarians visit classes to provide an overview of other available resources and services. Eighth grade students visit a local TV station and also work in the Junior Achievement Program which encourages students to think and work within a financial literacy program that uses real-life situations.

Physical Education classes are held two times a week for first through eighth grade (once a week for kindergarten). The program addresses the health and physical fitness of students. Cooperative games and sports are introduced and developed as appropriate to each age group. Sportsmanship in competition is modeled and emphasized as a primary focus to engage in the activity. Students are encouraged to remain active and to maintain a healthy lifestyle outside of school.

As a Catholic school, Religion is taught daily to all students. The curriculum is prescribed by the archdiocese. The Catholic faith is integrated into all subjects and is modeled as a way of life for the students and the faculty. It permeates every activity and experience that occurs in the school. Every student, Catholic or not, is expected to participate in all faith-based classes and services to recognize how religion impacts all aspects of life.

3. Instructional Methods and Interventions:

Faculty and administration of Saint Joseph School recognize the unique learning styles of students and respond in various traditional and innovative ways. Teachers identify students' learning and modality strengths and plan lessons directed to their needs. Students are heterogeneously grouped in all classes except math. This provides opportunity for the gifts and talents of all students to be shared and further developed. Teachers use flexible grouping, arrange student pairing, and facilitate peer tutoring to assure students are grasping new concepts and actively participating.

Concepts and skills are introduced and developed through a multitude of methods including experiential, direct instruction, cooperative learning, discussion, audio-visual presentations, and research reading.

Instruction is often differentiated by scaffolding, chunking information, highlighting, note-taking and outlining, and use of study guides, read-alouds, and word banks. After identifying learning intelligences, teachers develop lessons employing a variety of activities involving multiple modalities including hands-on activities, modeling, role-playing, music, and performance opportunities. A variety of teaching materials and tools are used including posters, graphic organizers, templates, real-life activities, and practice worksheets in addition to textbooks and consumables.

Technology-related resources are used to enhance lessons and challenge students. Each classroom is equipped with a Mimio system whiteboard that utilizes the capability to design documents and to use existing documents to become interactive lessons. Another tool, the document camera, allows a teacher to share all types of resources through the projection system. Discovery Education, YouTube and other educational resources bring audio-visual enrichment to the lessons. Text-based software and web resources are frequently used for analyses of literature, content enhancement, drills, and creative endeavors. Teacher-directed use of cloud-based Google Apps for Education through one to one use of Chromebooks in grades four to eight allows every student to explore, write, research, and, most importantly, communicate directly with the teacher and class members.

Reasonable accommodations to instruction, curriculum and/or assessment may be made as a result of an

individual's IEP or 504 Plan. Teachers and instructional assistants prepare individual or small group mini lessons to address specific concepts in a more intimate way. Reading and Math Labs supplement accommodations made in the classroom. At the middle school level, teachers of the core subjects offer coach classes before or after school as well as at recess for students who want additional exposure, practice, or explanation.

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

Assessment is seen as an educational tool at Saint Joseph School. Teachers use a wide range of formative and summative instruments to measure what children know and can do. This data is used to guide lessons and determine academic grouping. Each spring all students in grades three to eight take the Stanford 10 Achievement Test and the Otis-Lennon Ability Test. The results are analyzed by the faculty and administration using the cluster scores to identify group strengths and weaknesses for planning future acquisition. Annual goals for each curricular area are established by the teachers in committee so that the entire school can work toward closing gaps and improving performance. Teachers also study individual reports to gain insight into the students they will be teaching. A home report for each student is sent to explain and make parents aware of their child's performance. School-wide test results are published on the school and Archdiocesan websites.

Before a child enters kindergarten, the Brigance Screening is administered to determine readiness. All incoming new students in grades one to eight are given math and language arts screenings to ascertain level placement. The ACRE religion test is given to fifth and eighth graders each year to measure knowledge of Religion concepts and synthesis of the concepts in real-life situations. Results of the ACRE test are sent home for parent review; the teachers use the results to fine-tune religious instruction.

Formative assessments, such as exit slips, drills and every student response, occur during lessons to check on attainment of the objective. Teacher-made and textbook provided quizzes and tests are given at appropriate intervals. Unit tests are used to encourage long range maintenance. Exams in core subjects are administered to grades four to eight at midterm and end of year. Study guides are provided and advance notification of all summative assessment, via the teachers' websites, is part of the normal routine for each class.

Alternative assessments with rubrics include: written reports, power point presentations, posters, two and three-dimensional displays, skits, songs, game designs, journals, labs, group projects, interactive notebooks, observations, and portfolios. All graded materials are sent home and grades are posted in PowerSchool. Parent/teacher conferences are held annually and whenever needed or requested.

All of the above forms of assessment provide a thorough picture of the student to decide placement in accelerated Reading and Math classes and representation in academic competitions. These classes and contests further challenge students to maintain high academic achievement.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Saint Joseph School offers student-centered active learning experiences rooted in fundamental skills and knowledge. The faculty and staff have established a vast set of academic activities to support the curriculum and provide student engagement. The use of differentiated instruction to address learning styles creates a positive environment where everyone is motivated to participate. Field trips, both in and out of school as well as virtual, reflect the curriculum.

Small groups, such as coach classes, peer tutoring, reading and math lab, enrichment classes and tiered math classes, keep the students engaged at their level. A homework club gives students a place to work on assignments under teacher supervision.

Academic challenges are offered through accelerated curriculum, school-wide spelling bees, the Catholic Challenge, essay and poetry contests, science and social studies fairs and high school sponsored academic competitions like 'It's Academic' and the 'Math Olympiad'. Honor roll and National Junior Honor Society recognize academic success.

Teacher-sponsored clubs, such as art, robotics, chess, and track and field, motivate and involve students in many activities. Performance opportunities include concert band, school-wide talent shows, and middle school musicals. Students participate in service-oriented activities including classroom helpers, reading buddies, safeties, ushers for church services, altar servers, choir, and a recycling committee.

Through the Student Activities Committee, students plan and execute service projects, social activities, and morale boosters for the whole school. These activities add an air of excitement to the entire student body. An annual Red Ribbon Week anti-drug parade and Race for Education have become traditions involving the entire campus.

The school consultant is available for support and referrals to help with emotional needs. She oversees several student-centered groups: Peer Mediators, 'Lunch Bunch' groups for discussion of relevant topics, and recess refs to model game skills and sportsmanship.

Teachers are treasured for the positive contributions they make to the effectiveness of Saint Joseph School. They are acknowledged and affirmed by the leadership team, the parents, and the community. Throughout the year, they receive small expressions of gratitude through affirmative notes, snacks, spirit lunches, Teacher Appreciation Day, Birthday Buddies, and faculty luncheons. Teachers are reimbursed for relevant courses and workshops to encourage and support professional growth. The School Board approves commitment stipends for teachers to acknowledge and thank them for their service. Within the Catholic setting, each faculty and staff member realizes the support that is given through prayers and encouragement.

2. Engaging Families and Community:

Throughout the years, Saint Joseph School has fostered relationships with parent groups, volunteers, parish organizations, community businesses, and government services to support student success and school improvement.

The Home and School Association plays a vital role in establishing strong bonds with the school through fundraising activities, student lunch services, parent educational meetings, and social events. Other volunteers work at school to assist teachers with copying, milk distribution, library chores and recess support. In the last few years the Fathers' Club was formed to enhance the campus and to help out at special events.

As a parish school, Saint Joseph receives support from the pastor and parish organizations. The Parish

Center serves as an auditorium for large gatherings and its kitchen is used for hot lunch distribution. The Athletic Association, through Youth Ministry, provides many opportunities for our students to participate in sports and scouting. The Sodality, the Holy Name Society, and the Knights of Columbus sponsor academic and citizenship awards at eighth grade graduation. The Knights also sponsor an annual Christmas art contest for all levels.

The community at large supports Saint Joseph School through advertising in school publications (folders, handbooks, book covers) and through fundraising efforts at local restaurant nights. Often, giveaways for events are donated by local businesses. The development director has a positive relationship with businesses, the public library, and day care centers and has been successful in having events marketed through photos and articles in local newspapers.

The school utilizes the local public health services for vision and hearing screenings, distribution of flu mist, and academic and social/emotional testing. The Fire Department visits the school and classrooms annually, and local businesses provide venues for field trips.

Communication with our partners is a key factor. Teachers keep parents informed through their classroom websites and PowerSchool, weekly progress folders, and conferences. Parents can reach teachers through email, notes, or phone. HASA and the principal use a weekly e-mail system, Constant Contact, to keep the parents informed of current events and trends. The principal produces a monthly newsletter and calendar. The roadside electronic sign announces community and school events. The school website and Facebook account are continuously updated. Correspondence and visits to local day care centers keep the school active in the community.

3. Professional Development:

Professional development for teachers and administrators at Saint Joseph School has several approaches. First of all, professional development is systematically and locally planned and budgeted so that time and money are strategically spent to maximize resources. Secondly, the Archdiocese of Baltimore designates several days each year for regional meetings where teachers hone skills, learn innovative strategies, learn about new curriculum, and discuss teaching experiences. The topics are determined by need and educational trends. Recently, workshops have included differentiated instruction, Mathematics and English Language Arts curricular trends, and the use of Google Apps for Education. This gives teachers the capacity to integrate new curriculum and technology into the classrooms.

Saint Joseph School schedules in-house professional development. Each year several whole days as well as four half days are devoted to these activities. Administration, in consultation with teachers, hires professional consultants to address educational needs. Teachers also use professional development time to collegially develop hands-on activities specifically geared to the grade level and the students' needs to more creatively engage students as active learners. Saint Joseph School sponsors an annual faculty/staff retreat to enhance spiritual and emotional growth and insight into relationships.

The administration of Saint Joseph School communicates effectively with its teachers regarding their individual status as it relates to acquisition of certification or recertification for the state. The Archdiocese of Baltimore has its own requirements for religious educational training for teachers. Teachers seek professional development based on their individual needs and requirements. New educational trends may motivate an individual educator or a group to attend training with a specific focus. Teachers are given release time to participate in workshops, seminars, college courses, county sponsored professional development through Title IIA, and archdiocesan committees and work groups. Upon successful completion of approved professional development, teachers receive reimbursement through budgeted school funds or Title II funding.

As a result, teachers have been very successful in implementing new educational trends, developing new strategies and techniques, and integrating technology in conjunction with solid traditional instruction. They have also learned to integrate subject content and skills to maximize instructional time. Through

professional development, teachers recognize that a fine balance must exist among these variables to assure the students are receiving a well-rounded twenty-first century education.

4. School Leadership:

Saint Joseph School is a parish school in the Archdiocese of Baltimore. Under the authority of the archbishop, the pastor is responsible for the school and for its administration. The School Board serves as advisor to the pastor, assisting in financial oversight, development and marketing, facilities, and Catholic identity. The Superintendent, along with the Department of Schools, establishes the curriculum and develops policies for administrative use regarding state and local regulations and Archdiocesan practice. The administration, consisting of principal and assistant principal, believe in collaborative leadership, working with all constituents to maintain a program of academic excellence that creates life-long learners, who are faith-filled active members of the community.

The pastor and the principal meet regularly with the School Board whose members are appointed by the pastor. Membership comes from the parish, the school, and the broader community. The School Board is involved in developing a school strategic plan, monitoring programs such as Race for Education, Annual Appeal, and the Marketing Plan for goal acquisition, and assisting with the budget process.

In keeping with the school's mission to provide a positive learning environment so each child achieves full potential in all areas, the leadership of Saint Joseph School provides opportunities for collaboration among stakeholders (students, parents, faculty, parishioners, and community members). Through surveys, parent meetings, and school and community events, these constituencies are recognized as participants in realizing accountability of the school's leadership, financial responsibility, strategic planning, and student success.

The administration, along with the faculty and staff, maintains the Continuous Improvement Plan. It is formulated using survey data, test scores, faculty reviews, and technology needs. This plan ensures that curriculum, support programs, and facility infrastructure regarding classrooms and technology are designed and executed so every student may be on track to be successful in future educational pursuits.

Members of the faculty serve in leadership positions. At each level – early childhood, primary, intermediate, and middle school – a chairperson oversees the specific needs of the level and acts as a liaison between the team and the administration. For each curricular area, an experienced teacher assumes a leadership role as a curriculum coordinator to direct meetings and to discuss progress toward annual curriculum goals and share strategies for successful implementation of curriculum. By placing teachers in leadership roles that accentuate their strengths, the administration creates a culture that affirms and values the gifts of its highly qualified faculty. High achievement is obtained only when all members are committed and working toward a common goal.

PART VI * INDICATORS OF ACADEMIC SUCESS

Realizing that all children learn differently and that each child is an individual created by God, Saint Joseph School values student differences. The school recognizes that children have diverse learning styles, varied backgrounds, and develop socially and emotionally at their own rate. To that end, the Student Advocacy Team (SAT) was developed.

PART VII - NON-PUBLIC SCHOOL INFORMATION

1. Non-public school association(s): Catholic

Identify the religious or independent associations, if any, to which the school belongs. Select the primary association first.

2. Does the school have nonprofit, tax-exempt (501(c)(3)) status? Yes No

3. What is the educational cost per student? \$0
(School budget divided by enrollment)

4. What is the average financial aid per student? \$175

5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 3%

6. What percentage of the student body receives scholarship assistance, including tuition reduction? 15%

PART VIII - ASSESSMENT RESULTS FOR NORM-REFERENCED TESTS

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>SAT -Stanford 10</u>
Grade: <u>3</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>NSC Pearson Education, Inc.</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	635
Number of students tested	38
Percent of total students tested	95
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES: All students took the Stanford 10. Two had extended time per their approved accommodation plan.

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>SAT - Stanford 10</u>
Grade: <u>4</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>NCS Pearson Education, Inc.</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	658
Number of students tested	46
Percent of total students tested	91
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES: All students took Stanford 10. Four had extended time per their approved accommodation plan.

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>SAT - Stanford 10</u>
Grade: <u>5</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>NCS Pearson Education, Inc.</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	677
Number of students tested	54
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>SAT - Stanford 10</u>
Grade: <u>6</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>NCS Pearson Education, Inc.</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	702
Number of students tested	36
Percent of total students tested	97
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES: All students took the Stanford 10. One had extended time per the approved accommodation plan on file.

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>SAT - Stanford 10</u>
Grade: <u>7</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>NCS Pearson Education, Inc.</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	708
Number of students tested	51
Percent of total students tested	98
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES: All students took Stanford 10. One had extended time per the approved accommodation plan on file.

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>SAT - Stanford 10</u>
Grade: <u>8</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>NCS Pearson Education, Inc.</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	712
Number of students tested	43
Percent of total students tested	96
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES: All students took Stanford 10. Two had extended time per the approved accommodations on file.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>SAT - Stanford 10</u>
Grade: <u>3</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>Pearson Education, Inc</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	654
Number of students tested	38
Percent of total students tested	95
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES: All students took the Stanford 10. Two had extended time per their approved accommodation plan.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>SAT - Stanford 10</u>
Grade: <u>4</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>Pearson Education, Inc</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	674
Number of students tested	46
Percent of total students tested	91
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES: All students took Stanford 10. Four had extended time per their approved accommodation plan

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>SAT - Stanford 10</u>
Grade: <u>5</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>Pearson Education, Inc.</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	682
Number of students tested	54
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>SAT - Stanford 10</u>
Grade: <u>6</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>Pearson Education, Inc.</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	701
Number of students tested	36
Percent of total students tested	97
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES: All students took Stanford 10. One has extended time per the approved accommodation plan on file.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>SAT - Stanford 10</u>
Grade: <u>7</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>Pearson Education, Inc.</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	709
Number of students tested	51
Percent of total students tested	98
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES: All students took Stanford 10. One had extended time per the approved accommodation plan on file.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>SAT - Stanford 10</u>
Grade: <u>8</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>Pearson Education, Inc.</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	706
Number of students tested	43
Percent of total students tested	96
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES: All students took Stanford 10. Two had extended time per the approved accommodations on file.