

U.S. Department of Education
2015 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 Mr. John W. Cominsky

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

Official School Name Saint Joseph School

(As it should appear in the official records)

School Mailing Address 420 E. Simpson St.

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

City Mechanicsburg State PA Zip Code+4 (9 digits total) 17055-6507

County Cumberland State School Code Number* _____

Telephone 717-766-2564 Fax 717-766-1226

Web site/URL http://www.sjsmch.org/ E-mail jcominsky@sjsmch.org

Facebook

Page https://www.facebook.com/pages/Saint-

Joseph-School-of-

Twitter Handle _____ Mechanicsburg/137017873137391 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 that it is accurate.

_____ Date _____

(Principal's Signature)

Name of Superintendent*Mrs. Livia Riley E-mail: lriley@hbgdiocese.org

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

District Name _____ Tel. _____

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

_____ Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Mrs. Michelle Serafin

(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 that it is accurate.

_____ Date _____

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

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

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

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

1. The school 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 school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year 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 2008 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: 2009, 2010, 2011, 2012, or 2013.
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

All data are the most recent year available.

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. 4 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	16	21	37
K	27	30	57
1	23	24	47
2	18	19	37
3	25	25	50
4	13	21	34
5	17	21	38
6	18	18	36
7	15	25	40
8	14	28	42
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	186	232	418

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 4 % Asian
 - 1 % Black or African American
 - 2 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 84 % White
 - 9 % 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.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 4%

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, 2013 until the end of the school year	3
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the 2013-2014 school year	12
(3) Total of all transferred students [sum of rows (1) and (2)]	15
(4) Total number of students in the school as of October 1	425
(5) Total transferred students in row (3) divided by total students in row (4)	0.035
(6) Amount in row (5) multiplied by 100	4

7. English Language Learners (ELL) in the school: 0 %
0 Total number ELL
 Number of non-English languages represented: 0
 Specify non-English languages: N/A
8. Students eligible for free/reduced-priced meals: 4 %
 Total number students who qualify: 16

9. Students receiving special education services: 4 %
17 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 categories.

- | | |
|--------------------------------|--|
| <u>1</u> Autism | <u>1</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>4</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>17</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>9</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 |

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers	19
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	8
Paraprofessionals	8
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	6

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 21:1

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

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	97%	97%	97%	97%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

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. Please summarize your school mission in 25 words or less: In partnership with families, Saint Joseph School develops the God-given spiritual, intellectual, and physical gifts of students with dignity, respect, care, and love.

PART III – SUMMARY

Located in the Borough of Mechanicsburg in Cumberland County, Pennsylvania, Saint Joseph School is a coed, Catholic school administered by the Diocese of Harrisburg and serves 418 students in grades PK - 8. While enrollment is primarily made up of children from Saint Joseph, Saint Elizabeth Ann Seton, and Saint Katharine Drexel Parishes, children from other surrounding parishes, as well as non-Catholics, attend the school. Saint Joseph School's admission policy is nondiscriminatory. The school is accredited by The Commission on Elementary Schools of the Middle States Association of Colleges and Schools.

Saint Joseph School was completed and dedicated in July of 1952. This was only two years after Saint Joseph had been named a parish in the Harrisburg Diocese. The School Sisters of Notre Dame opened the school in the fall of 1952, and classrooms were added in 1956 and 1962. Enrollment continued to increase, and in 1976 modular units were placed in the parking lot as classrooms to accommodate the increasing number of students. The same year, the Sisters of Saints Cyril and Methodius came to staff the school to care for the religious and educational needs of the children.

The Catholic population in Mechanicsburg continued to grow, and in 1977 Saint Elizabeth Ann Seton Parish was established. This did not solve the overcrowding conditions at Saint Joseph's, however. In 1981, a new church was built, and the old structure was converted into a social hall and gymnasium. In 1982, the Brindle Hall cafeteria was converted into six new classrooms, and the modular units were discontinued. In 1988, Bishop William H. Keeler established Saint Katharine Drexel Parish in Silver Spring Township.

In order to keep pace with the ever-changing face of education, a new school building, the Saint Joseph Parish Life and Education Center, welcomed its first students to school in August of 2005. This \$8.1 million, 62,000-square-foot facility offers both school students and parishioners a wonderful opportunity to grow and learn. The state-of-the-art building features 23 classrooms, specialty rooms for music, art, and library, along with computer and science labs. The gymnasium/all-purpose room offers occupancy up to 600, and the cafeteria features a fully-equipped kitchen and seating for 250 people. Each classroom offers telephone service, television hook-up with VCR and/or DVD, and SMART Boards.

Saint Joseph School formed a preschool in the fall of 2010 to serve three- and four-year-old students. That same year, the school partnered with the National School Lunch Program to offer daily hot lunches to its students. In 2011, the last remaining religious sister at the school returned to her religious community, leaving the school in the care of the laity.

From the beginning, Saint Joseph School has met the challenges of making room for a growing population. Although the bricks and mortar have changed over the past decades, the heart and soul of the school remain the same—a commitment to providing an affordable, Catholic, faith-based education.

Strategies used to encourage and challenge all students to develop their full potential include the following.

Saint Joseph School creates an atmosphere aligned with Gospel values and based upon mutual respect, concern, and a strong sense of interdependence among administration, faculty, students, and parents. The school provides a family environment in which staff really get to know the students.

Recognizing that students have multiple intelligences and that no two children are alike, teachers offer differentiated instruction and activities that directly engage students. Likewise, students are assessed in a variety of ways.

The Student Support Team (SST) ensures that administrators, classroom and special teachers, support staff, and parents work together to provide the best instruction possible for students with special needs.

Support services from the Capital Area Intermediate Unit #15 include a counselor, remedial reading and math teacher, and speech clinician, who contribute to developing the students academically, emotionally, and socially.

Saint Joseph School's religion program, anti-bullying program, character-education program ("Caught Being Good"), and teachers' classroom reward programs provide encouragement to develop a strong sense of self-worth, integrity, morals, and spiritual values.

Art, music, foreign language, and physical education classes foster an appreciation for the arts, other cultures, healthy living, and lifetime fitness.

Many resources, particularly technology, play a role in developing Saint Joseph School students to their fullest potential. The students keep pace with 21st-century skills through the use of a full computer lab, a mobile laptop computer cart, two mobile iPad carts, SMART Boards in the classrooms, digital cameras and a video camera for student use, and computers in the classrooms, library, and science lab.

Students also are encouraged and challenged by participating in such programs as academic competitions (contests and bees), altar serving, athletics, music (choir, concert band, band ensembles, handbells, chimes, and strings), enrichment clubs, the "Live at SJS" morning news show, MathCounts, Quiz Bowl, Student Service Council, and Yearbook.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Saint Joseph School’s curriculum policies are established by the Diocese of Harrisburg and are (voluntarily) consistent with Chapter 5 of the Pennsylvania Department of Education and with the Common Core State Standards. Saint Joseph School acknowledges parents as the primary educators, and school and parish personnel assist parents in this ministry.

The Integrated Language Arts Curriculum (ILA) develops the following communication skills: reading, writing, speaking, and listening experiences. Language is viewed as a tool with which children can describe, explain, explore, understand, and interact in their environment. The development of these skills includes the following components: 1) Reading, literature, drama, poetry; 2) Writing, speaking, listening; 3) Grammar, usage, mechanics; 4) Spelling, vocabulary; 5) Handwriting.

Reading includes all instructional efforts designed to develop strategic, independent, lifetime readers. In grades PreK-5, Saint Joseph School uses the McGraw-Hill “Treasures Reading and Language Arts” Series, which includes children’s literature, poetry, and drama. To facilitate student mastery, raise expectations, and give attention to individual differences, teachers use a variety of modes, especially flexible grouping. Phonics is incorporated in reading instruction within the ILA program. Teachers read selected stories to their large classes, employing parent “mystery” readers, too. Sustained silent reading is also featured.

Writing extends across the curriculum, focusing on content, structure, and correct application of basic skills. To foster and maintain writing skills taught in ILA, content-area teachers consistently reinforce them in their subjects. Students are taught to write effectively for a variety of purposes and audiences as demonstrated through stories, essays, letters, research papers, poems, and journals. This enables students to understand the importance of writing in their academic, vocational, social, and personal lives. In ILA, students engage in speaking activities and presentations to develop public verbal fluency and listening skills.

Patterns of grammar, usage, and mechanics are taught along with a conceptual understanding of sentence structure in order to produce literate students. Students learn grammar, usage, and mechanics through application in purposeful writing.

Since spelling is so closely interrelated with reading and writing skills, spelling materials are consistent with rest of the ILA program. Vocabulary is taught and developed in context throughout lessons across all curriculum areas.

Manuscript writing is taught in grade 1, transitioning to cursive writing in grade 2. Formation of letters and size of writing are guided in the lower grades. In grades 5-8, legible handwriting is emphasized and encouraged.

The mathematics curriculum at Saint Joseph School is divided into grade levels from kindergarten to grade 8. The Diocesan time schedule provides a single block of time for mathematics to ensure sufficient time for presentation and application of skills within a lesson format. Using a carefully planned spiral program following standards developed by the National Council of Teachers’ of Mathematics, these topical strands are developed according to content, strategies, and assessment practices, stressing maintenance and mastery of basic skills and metrics. Manipulatives are incorporated extensively to reinforce mathematical concepts. Saint Joseph School uses McGraw-Hill’s “Math Connects” Series in grades K-5, and the Holt “Mathematics” Series in grades 6-8. Beginning in grade 4, math classes are divided into two levels. By grade 8, the majority of Saint Joseph students take Algebra 1, with Level 2 taking Pre-Algebra. The school offers select 8th grade students the opportunity to take Algebra 2.

The science curriculum at Saint Joseph School imparts information, develops skills in the scientific method, stimulates curiosity, arouses wonder, and engenders respect for creation and the environment. Teachers follow a lab and experience-oriented program. In grades K-3, teachers frequently involve students in

activities without the use of textbooks. Consistent with Project 2061 of the American Association for the Advancement of Science, life, earth, and physical sciences are taught in an integrated, spiral curriculum in grades 3-8. As a capstone, all 7th and 8th graders participate in the school's Science Fair, with many competing in the Capital Area Science and Engineering Fair.

The interdisciplinary content of the social studies curriculum emphasizes history, geography, economics, and current events. The program integrates all aspects of the culture of peoples including religion, place in time and space, and interaction with other persons and nature. Students learn Pennsylvania history (grade 4), ancient history (grade 5), geography (grade 6) and United States history (grades 7-8).

Saint Joseph Preschool welcomes four-year-old students on Mondays, Wednesdays, and Fridays and three-year-old students on Tuesdays and Thursdays. Each child builds confidence in a developmentally appropriate environment focusing on body, mind, and spirit together. Learning opportunities include social and play skills, learning readiness, and motor development, as well as participation in music, library, physical education, technology, French, and Spanish classes taught by Saint Joseph's faculty. In 2014, the school added the McGraw-Hill "Treasures" PreK Reading Program to align with grades K-5. The Preschool's Curriculum is also aligned with the standards of the National Association for the Education of Young Children.

2. Other Curriculum Areas:

Saint Joseph School offers religion, music, art, physical education/health, foreign languages, library, and technology classes to students.

Religion classes stand at the center of the mission. Beginning in kindergarten, daily classes focus on the Bible, Creed, Sacraments, Morality, Prayer, and Service. The curriculum increases in depth each year. Students attend liturgies every Thursday and on Holy Days of Obligation. Reconciliation is offered twice each year (Advent and Lent), as are a host of special devotions. The school uses the "Christ Our Life" Series by Loyola Press from grades K-8.

In music, students: sing and/or play instruments using a varied repertoire; create, compose, arrange, and improvise music as developmentally appropriate; learn to read and notate music; listen to, analyze, describe, and evaluate music; and relate music to diverse cultures, history, and other disciplines. Special programs showcase students with a musical interest or aptitude. The program supports acquisition of essential skills and knowledge by teaching students to communicate, evaluate, compare, and contrast through music. The teacher offers music weekly to students in grades PreK(4)-8. Preschoolers and kindergarteners participate in homeroom music activities daily.

The art curriculum includes the creation of art, art history, and art evaluation. Students use the principles of art to create original works. Through a variety of techniques and media, they create traditional art, such as drawings, paintings, prints, sculptures, weavings, and folk art. Students create contemporary art, such as computer-generated art. Students also study the works of the masters and religious artworks. Students acquire essential skills and knowledge by learning how to communicate, problem solve, evaluate, compare, and contrast through art. Art is offered weekly to students in grades 1-8. Preschoolers and kindergarteners participate in homeroom art activities almost daily.

The physical education curriculum provides for progressive skill development. Students are guided to proficiency in the majority of movement forms. The program promotes a physically active lifestyle for its opportunities for enjoyment, challenge, self-expression, and social interaction. Students participate annually in the Presidential Fitness Challenge. The program supports acquisition of essential skills and knowledge by teaching students the importance of physical activity and healthy habits throughout their lives. Students learn social skills like teamwork, cooperation, tolerance, perseverance, and commitment. Physical education is offered weekly to students in grades K-8 and once per month to preschoolers. Weekly health instruction is offered one trimester per year for safety, hygiene, nutrition, exercise, and drug and alcohol awareness to grades 1-5. Preschoolers and kindergarteners participate in movement activities daily.

Saint Joseph School is in compliance with the Blue Ribbon Schools Program's foreign language requirements. The foreign language curriculum initially emphasizes speaking and listening skills, then progresses to reading and writing skills, including cultural exploration. Languages offered are French and Spanish. Students acquire such essential skills as learning to think creatively and critically in a foreign language. By learning about other cultures, students develop positive cross-cultural attitudes. Students in grades 6-8 receive 40-45 minutes of instruction in French and 40-45 minutes of instruction in Spanish each week. For one half of the year, students in grades 1-5 receive instruction in either French or Spanish during one 30-minute session each week; kindergarteners receive 20 minutes of instruction in French or Spanish weekly. For the other half of the year, the students receive instruction in the language they did not study the first half of the year. Preschoolers receive 15-20 minutes each of French and Spanish once monthly.

The library curriculum emphasizes exposure to different types of literature, location skills, interpretation skills, research, and policies and procedures. The program develops essential life skills, such as accessing and evaluating information. Preschoolers visit the library once a month, while students in grades K-8 visit the library once a week for selecting books and for instruction and/or listening to stories read by the librarian.

The technology curriculum focuses on communication and collaboration, research and information fluency, and creativity and innovation. It involves the essential skills of critical-thinking, problem-solving, and decision-making. Computer classes are offered to students in grades 6-8 for 40-45 minutes weekly. Keyboarding classes are offered to students in grades 3-5 weekly for one trimester. Students in all grades use the computer lab, classroom computers, laptops, and iPads for activities such as information-gathering, creating, and skill review.

3. Instructional Methods and Interventions:

Saint Joseph School faculty use differentiated instruction techniques to meet the diverse needs of the student body. Beginning in kindergarten, all teachers differentiate by pulling small, leveled groups for instruction in math and reading within their classrooms. Each grade in K-3 has at least one full-time equivalent aide to assist with differentiation. Grades 4-8 feature leveled math classes. Including a full computer lab (30 units), mobile laptop cart (18 units), two mobile iPad carts (60 units), and five-unit iPad centers in six rooms, investments in technology assist teachers in developing the diverse gifts of students. Saint Joseph School subscribes to numerous educational software packages to complement this technology, including Raz-Kids for reading, IXL Math, and XtraMath. Teachers monitor student progress in reading by using DIBELS in grades K-2 (3X/year) and DRA-2 in grades K-6 (2X/year). Math progress monitoring utilizes the Act 89 Assessment (3X/year) developed by Intermediate Unit #13.

Saint Joseph School has developed a Student Support Team (SST) featuring two full-time learning support teachers (grades 1-4 and 5-8), two administrators, a remediation teacher, speech clinician, and counselor provided by Intermediate Unit #15 (IU), the physical education teacher, and the respective classroom teacher. Teachers refer at-risk students to the SST, who meet with parents to write plans that include Tier II interventions. These interventions include small-group instruction, repetition, and study sessions. Reading intervention may use Project Read and Wilson Oral Reading Fluency, while math intervention may include Touch Math, Rocket Math, and Math Frenzies. Testing modifications include word banks, study guides, oral testing, color-coding, and chunking of material. The IU Remediation Teacher assists with reading (grades K-6) and math (grades K-8). Continued lack of progress may lead to an evaluation through the home district, with resulting Tier III IU interventions provided by Equitable Participation in reading, speech and language, and occupational therapy.

Currently, 17 Saint Joseph School students have identified Specific Learning Disabilities, while 64 students have learning plans with specific goals and accommodations (15% of students). It is a remarkable accomplishment for a Diocesan parochial school to assist so many students with different learning needs. In 2013-2014, the school added an Enrichment Teacher to challenge high-achieving students in grades 1-8. These students are pulled in small groups once each week in math and reading. They are identified through assessment data, teacher input, and grades. No other school in the Diocese of Harrisburg has created such an Enrichment Program!

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

Saint Joseph School students register superior scores on the Iowa Test of Basic Skills (ITBS), administered yearly in grades 3-8. Both Reading and Language Arts scores have been submitted, since the ITBS breaks them out separately. Reading and Language Arts scores in all grades consistently top the 85th percentile for National School Norms, with the vast majority of the grades scoring above the 90th percentile. Though also high by national standards, scores in Mathematics have lagged behind somewhat. The most pronounced improvement in Mathematics scores has occurred in grade 3 over the past five years. In 2009-2010, third graders scored in the 65th percentile for National School Norms (60th for National Student Norms). A new 3rd grade teacher and a new Principal arrived in 2011. When Mathematics scores only reached the 70th percentile of National School Norms (63rd for National Student Norms) in 2011-2012, several grade-level and school-wide initiatives were begun. Third grade teachers implemented a spiral review and preview of functions for their students in 2012-2013, with dramatic results: grade 3 students jumped 25 points to the 95th percentile for National School Norms (80th percentile for National Student Norms). This performance was virtually replicated in 2013-2014. During that year, third grade teachers began monthly meetings with K-2 teachers to establish the spiral review for lower grades. In 2014-2015, this initiative has grown into a school-wide Vertical Math Team featuring seven faculty members representing primary, intermediate, Learning Support, and Enrichment teachers, as well as Administration. Also, a new math teacher for middle school grades 6-8 joined the staff in 2011, bringing deeper leveling of instruction (now grades 4-8), increased use of manipulatives for intermediate students, and the option for advanced students to take Algebra 2. The school also invested in online packages such as IXL for all K-8 students.

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

Each August, teachers administer the Developmental Indicators for the Assessment of Learning (4th) and the Peabody Picture Vocabulary Test-IV to screen incoming kindergarteners. Kindergarten teachers then use the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) three times during the year to assess the acquisition of literacy skills. In addition, students take the Developmental Reading Assessment (2nd Edition/DRA2) twice a year (3X/year for students “at-risk”).

Students in grades 1-2 receive the DIBELS assessment (3X/year). Students in grades 1-6 take the DRA2 at the beginning and end of each year (3X if “at risk”), while students “at risk” in reading in grades 7-8 take the DRA2 (3X/year).

All Saint Joseph School students in grades K-8 take the Intermediate Unit #13 Act 89 Math Assessment (3X/year).

All students in grades 3-8 take the Iowa Test of Basic Skills (ITBS) each April. Students in grades 3 and 5 also take the Cognitive Abilities Test (CogAT).

Saint Joseph School uses this assessment data to improve learning for individual students, class groups, and school-wide. These assessments help to screen students who are at risk, allowing teachers to implement Tier II interventions, including in-class and small-group differentiation, as well as meeting with the Student Support Team and developing a learning plan, if necessary. The Enrichment Program also uses these assessments to determine eligibility in math and reading for high-achieving students in grades 1-8. Teachers and administrators use ITBS class and homeroom scores to target areas of needed improvement class-by-class. The school also uses ITBS data to develop school-wide improvement efforts. This year, the school created a Vertical Math Team made up of seven faculty members spanning grades K-8. Parents receive ITBS, CogAT, and DRA2 scores at the end of the year, and Saint Joseph School and parents created a program in 2014 to prevent “summer slide.”

Part VI School Support

1. School Climate/Culture

Saint Joseph School engages and motivates students and provides a positive environment that supports their academic, social, and emotional growth by fostering in them a sense of self-worth, integrity, strong morals, and spiritual values. Students are appreciated and given “a voice” through avenues such as the Student Service Council, the “Live at SJS” morning news show, and the school yearbook. Students at all levels are given responsibility and trusted to perform certain tasks. The school community relies upon older students for the flag patrol, the safety patrol, and for altar serving. Students are provided feedback in the forms of verbal and written praise and through the use of stamps and stickers. Many teachers utilize tickets or marble jars in the classrooms for students to earn classroom prizes and privileges. Students may also earn “Caught Being Good” tickets to reward them for positive behaviors noticed throughout the school. These tickets are entered into monthly drawings for special prizes. Many classrooms have a “Student of the Week,” and the art program has “Artists of the Month.” Both programs draw positive attention to the personalities and talents of the students. A “Student Shine” bulletin board boasts photos and articles of student accomplishments. Students showcase their musical and acting gifts for their families and classmates through concerts and drama performances. Email blasts are sent frequently to the families in the school community to congratulate students on their accomplishments. Student activities and accomplishments are also shared with the contributing parishes and local news outlets, and students often see themselves in the church bulletins, newspapers, and occasionally on TV.

The school creates an environment where teachers feel valued and supported by treating teachers with respect, involving them in decision-making, and acknowledging good work. Teachers are asked for their opinions on policies that will affect them, such as scheduling, textbook selections, and how they wish to be evaluated. Professional development opportunities are offered frequently, and reimbursement of two graduate courses per year is guaranteed. Camaraderie is facilitated through faculty retreats, staff luncheons, prayer partners, and sharing good news about staff members through school emails. Administrators make themselves available to teachers for professional and personal issues and often sit in on parent conferences. Perhaps the most important way teachers are supported is that they are made to feel like family. Staff members cover one another’s classes and duties when the need arises and pull together in difficult times.

2. Engaging Families and Community

Saint Joseph School has found the following strategies highly effective to work with family and community members for student success and school improvement.

Tools such as the school website, One Call Now (the parent messaging system), and Edline (an integrated website communication platform) have proven very effective for communication.

The school receives contributions to its annual appeal (more than \$74,000 in 2014). The school participates in the Pennsylvania Educational Improvement Tax Credit Program (EITC) in which businesses donate to The Neumann Scholarship Foundation and receive a tax credit for doing so.

Comprised of family members and members of contributing parishes, the Education Board supports the school by advising the school’s administration and recommending policies. Through the Home and School Association, family members support the school through fundraising, coordinating parent volunteers as classroom aides, and providing materials and special programs for the students.

Family and community members have been enlisted to join staff members in moderating after-school enrichment clubs for students.

The school partners with various institutions in the service of students. The Mechanicsburg Rotary Club sponsors a trip for 2nd graders to the Susan Byrnes Health Education Center. The Ladies Auxiliary from Holy Spirit Hospital presents the “I’m in Charge of Me” program for 2nd graders. The Dauphin County

Medical Society Alliance offers eighth grade students a visit to Penn State University Medical Center to learn about careers in the medical field. Community educators from Geisinger Health System present various health programs for students. Health care professionals in the school “family” and in the surrounding community participate in a school-wide health fair. The Mechanicsburg Fire Department conducts fire safety programs for students and has held a fire extinguisher training for staff members. Local police officers educate students on various aspects of safety and perform random walk-throughs of the school. Simpson Library offers a summer reading program and gives a school library presentation. Parents volunteer to teach Junior Achievement lessons. Therapy dogs visit the 2nd graders weekly for the students to read to them. The Harrisburg Senators (Baseball) Reading Club promotes reading in grades 1-5. Science students at Messiah College judge science fair projects. Trinity High School sponsors a Quiz Bowl and invites selected classes to perform in its drama productions. Organizations such as Veterans of Foreign Wars, American Legion, The Harrisburg “Patriot-News”, Knights of Columbus, and the Diocese of Harrisburg sponsor writing and art contests and other scholastic competitions.

3. Professional Development

Saint Joseph School strongly encourages continuing education for its professional educators, and the school supports its team members financially as they pursue this development. All teachers must work toward or maintain Pennsylvania Instructional II Certification by earning the necessary Act 48 credits. Faculty members are guaranteed reimbursement of two graduate courses per year (\$454 per graduate credit), a potential commitment by the school of nearly \$80,000 per year. More than half of the faculty and administration (52%) currently hold graduate degrees.

In addition to graduate tuition reimbursement, the vast majority of Saint Joseph School teachers participate each June in the Non-Public Professional Development Academy offered by the Capital Area Intermediate Unit (CAIU). The academy offers timely, cutting-edge professional development in language arts and math instruction. In 2014, the workshops included “Math Practice Standards,” “Close Reading and Text-Dependent Questions Using Complex Text,” and “High-Impact Writing Strategies/Collins Writing.” The school requires faculty members to attend workshops sponsored each August by the Diocese of Harrisburg that target current trends and challenges in education. In August of 2014, these Diocesan workshops focused on Webb’s Depth of Knowledge Levels 1 and 2 and how to adapt to the Math Common Core Standards.

The school sponsors regular, in-house development opportunities targeting specific needs, as well. In 2013, the school added mobile iPad labs to its technology infrastructure, and faculty received in-service instruction from CAIU staff at monthly faculty meetings for five consecutive months. Staff members often facilitate in-house development by serving as instructors. The school’s Network Administrator offers a technology in-service monthly on topics chosen by faculty members. The Preschool Director, who holds a master’s degree in special education, led a workshop in August of 2013 that focused on teaching students who are on the autism spectrum. Each faculty member read “Ten Things Your Student with Autism Wishes You Knew” by Ellen Notbohm for this workshop. All in-house development opportunities are pre-approved with the Diocese of Harrisburg and the Pennsylvania Department of Education for Act 48 credits. Faculty members are regularly afforded opportunities to share at monthly faculty meetings what they have learned professionally through any courses and workshops. Faculty and Administration team members commit time and resources to professional development to guarantee the development of the gifts and talents possessed by the children of Saint Joseph School.

4. School Leadership

The Principal serves as the spiritual and instructional leader in the school. The Principal leads the school’s faith community, integrating the mission and goals of the school with those of the three sponsoring parishes (Saint Joseph, Saint Elizabeth Ann Seton, and Saint Katharine Drexel), especially regarding the faith formation and ongoing development of students and faculty. The Principal supervises daily operations of the school, including the teaching process and the welfare of students and staff. The Principal leads the strategic planning process and communicates the mission, growth, and needs of the school to parents, to the three Pastors, to the Education Board, and to outside media. The Principal implements all Diocesan

policies. This office prepares the budget and works with the Development Office to create an endowment for the long-term financial health of the school. The Principal oversees the financial aid process for the needs of all families.

The Assistant Principal oversees discipline within the school. This office works to maintain safety by scheduling emergency drills, interfacing with local emergency responders annually to review the school's emergency plan, attending monthly safe schools meetings, leading faculty workshops on best practices, and arranging site visits for health and safety. This office also generates ideas for extracurricular activities, including enrichment clubs, which meet after school for six weeks each fall and spring. The office plans special assemblies focusing on safety, such as those during Red Ribbon Week, and special interests, such as author visits and a day-long Health Fair, which was new in 2014. The Assistant Principal supervises the school's Extended Day Program and Preschool Program. The Assistant Principal also coordinates community outreach programs, such as food and clothing drives. The Principal and Assistant Principal meet at least twice daily to guarantee effective implementation and communication of these efforts.

Saint Joseph School's Education Board advises the school's Administration through monthly meetings. The Board includes the Pastors of each of the three sponsoring parishes and the President of the Home & School Association, as well as six lay representatives from Saint Joseph Parish, two from Saint Elizabeth Ann Seton, and one from Saint Katharine Drexel. A faculty representative and the Development Director join the Administrators as ex officio members. While the Board does not supervise the Administration, it recommends local policies and offers a voice for all stakeholders as a consultative body. Saint Joseph School prides itself on the collaboration offered by leadership.

PART VII - NON-PUBLIC SCHOOL INFORMATION

The purpose of this addendum is to obtain additional information from non-public schools as noted below.

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

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

2. Does the school have nonprofit, tax-exempt (501(c)(3)) status? Yes X No
3. What are the 2014-2015 tuition rates, by grade? (Do not include room, board, or fees.)

2014-2015 Tuition

Grade	Amount
K	\$3793
1	\$3793
2	\$3793
3	\$3793
4	\$3793
5	\$3793
6	\$3793
7	\$3793
8	\$3793
9	\$0
10	\$0
11	\$0
12	\$0

4. What is the educational cost per student?
(School budget divided by enrollment) \$5393
5. What is the average financial aid per student? \$1543
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 10%
7. What percentage of the student body receives scholarship assistance, including tuition reduction? 32%

PART VIII - ASSESSMENT RESULTS

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Iowa Test of Basic Skills</u>
Grade: <u>3</u>	Edition/Publication Year: <u>2005</u>
Publisher: <u>Riverside Publishing</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	78	80	63	68	60
Number of students tested	33	35	39	40	48
Percent of total students tested	92	97	100	98	98
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	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: These math scores represent the "Average Rank of SS--National Student Norms," corresponding with Column 2 of the "cut scores" chart provided by CAPE for 2015 (see <http://www.capenet.org/pdf/2015NBRSScores.pdf>). Saint Joseph School's paper copy submission to CAPE will also include "Average Rank of SS--National Student Norms," which were above the 85% threshold in 2013-2014 for all grades and subjects as required. Per directive of the Diocese of Harrisburg, excluded students must have identified Special Learning Disabilities and have received written IEPs from local public school districts. Saint Joseph School does not alternatively test any students.

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Iowa Test of Basic Skills</u>
Grade: <u>4</u>	Edition/Publication Year: <u>2005</u>
Publisher: <u>Riverside Publishing</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	81	83	81	77	78
Number of students tested	38	34	44	46	47
Percent of total students tested	95	94	100	98	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	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: These math scores represent the "Average Rank of SS--National Student Norms," corresponding with Column 2 of the "cut scores" chart provided by CAPE for 2015 (see <http://www.capenet.org/pdf/2015NBRscores.pdf>). Saint Joseph School's paper copy submission to CAPE will also include "Average Rank of SS--National Student Norms," which were above the 85% threshold in 2013-2014 for all grades and subjects as required. Per directive of the Diocese of Harrisburg, excluded students must have identified Special Learning Disabilities and have received written IEPs from local public school districts. Saint Joseph School does not alternatively test any students.

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Iowa Test of Basic Skills</u>
Grade: <u>5</u>	Edition/Publication Year: <u>2005</u>
Publisher: <u>Riverside Publishing</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	73	78	70	80	59
Number of students tested	37	44	45	41	42
Percent of total students tested	92	100	100	98	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	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: These math scores represent the "Average Rank of SS--National Student Norms," corresponding with Column 2 of the "cut scores" chart provided by CAPE for 2015 (see <http://www.capenet.org/pdf/2015NBRscores.pdf>). Saint Joseph School's paper copy submission to CAPE will also include "Average Rank of SS--National Student Norms," which were above the 85% threshold in 2013-2014 for all grades and subjects as required. Per directive of the Diocese of Harrisburg, excluded students must have identified Special Learning Disabilities and have received written IEPs from local public school districts. Saint Joseph School does not alternatively test any students.

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Iowa Test of Basic Skills</u>
Grade: <u>6</u>	Edition/Publication Year: <u>2005</u>
Publisher: <u>Riverside Publishing</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	76	71	73	66	66
Number of students tested	41	39	42	35	48
Percent of total students tested	98	91	100	100	98
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	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: These math scores represent the "Average Rank of SS--National Student Norms," corresponding with Column 2 of the "cut scores" chart provided by CAPE for 2015 (see <http://www.capenet.org/pdf/2015NBRscores.pdf>). Saint Joseph School's paper copy submission to CAPE will also include "Average Rank of SS--National Student Norms," which were above the 85% threshold in 2013-2014 for all grades and subjects as required. Per directive of the Diocese of Harrisburg, excluded students must have identified Special Learning Disabilities and have received written IEPs from local public school districts. Saint Joseph School does not alternatively test any students.

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Iowa Test of Basic Skills</u>
Grade: <u>7</u>	Edition/Publication Year: <u>2005</u>
Publisher: <u>Riverside Publishing</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	73	69	63	75	71
Number of students tested	40	39	30	44	45
Percent of total students tested	91	95	100	98	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	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: These math scores represent the "Average Rank of SS--National Student Norms," corresponding with Column 2 of the "cut scores" chart provided by CAPE for 2015 (see <http://www.capenet.org/pdf/2015NBRscores.pdf>). Saint Joseph School's paper copy submission to CAPE will also include "Average Rank of SS--National Student Norms," which were above the 85% threshold in 2013-2014 for all grades and subjects as required. Per directive of the Diocese of Harrisburg, excluded students must have identified Special Learning Disabilities and have received written IEPs from local public school districts. Saint Joseph School does not alternatively test any students.

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Iowa Test of Basic Skills</u>
Grade: <u>8</u>	Edition/Publication Year: <u>2005</u>
Publisher: <u>Riverside Publishing</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	71	69	70	65	73
Number of students tested	42	28	40	40	46
Percent of total students tested	98	91	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	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: These math scores represent the "Average Rank of SS--National Student Norms," corresponding with Column 2 of the "cut scores" chart provided by CAPE for 2015 (see <http://www.capenet.org/pdf/2015NBRscores.pdf>). Saint Joseph School's paper copy submission to CAPE will also include "Average Rank of SS--National Student Norms," which were above the 85% threshold in 2013-2014 for all grades and subjects as required. Per directive of the Diocese of Harrisburg, excluded students must have identified Special Learning Disabilities and have received written IEPs from local public school districts. Saint Joseph School does not alternatively test any students.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Iowa Test of Basic Skills</u>
Grade: <u>3</u>	Edition/Publication Year: <u>2005</u>
Publisher: <u>Riverside Publishing</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	81	76	82	77	76
Number of students tested	33	35	39	40	48
Percent of total students tested	92	97	100	98	98
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	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: These Reading scores represent the "Average Rank of SS--National Student Norms," corresponding with Column 2 of the "cut scores" chart provided by CAPE for 2015 (see <http://www.capenet.org/pdf/2015NBRSScores.pdf>). Saint Joseph School's paper copy submission to CAPE will also include "Average Rank of SS--National Student Norms," which are above the 85% threshold in all grades and subjects as required. Per directive of the Diocese of Harrisburg, excluded students must have identified Special Learning Disabilities and have received written IEPs from local public school districts. Saint Joseph School does not alternatively test any students. These scores represent the "Average Rank of SS--National School Norms." Saint Joseph School's paper copy submission to CAPE will also include "Average Rank of SS--National Student Norms." Also, these scores are for Reading only. The ITBS breaks out Language separately, and Saint Joseph School will include these in the paper copies submitted to CAPE, too. All are above the "cut scores" and the 85% threshold.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Iowa Test of Basic Skills</u>
Grade: <u>4</u>	Edition/Publication Year: <u>2005</u>
Publisher: <u>Riverside Publishing</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	75	79	79	79	78
Number of students tested	38	34	44	46	46
Percent of total students tested	95	94	100	98	98
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	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: These Reading scores represent the "Average Rank of SS--National Student Norms," corresponding with Column 2 of the "cut scores" chart provided by CAPE for 2015 (see <http://www.capenet.org/pdf/2015NBRscores.pdf>). Saint Joseph School's paper copy submission to CAPE will also include "Average Rank of SS--National Student Norms," which are above the 85% threshold in all grades and subjects as required. Per directive of the Diocese of Harrisburg, excluded students must have identified Special Learning Disabilities and have received written IEPs from local public school districts. Saint Joseph School does not alternatively test any students. These scores represent the "Average Rank of SS--National School Norms." Saint Joseph School's paper copy submission to CAPE will also include "Average Rank of SS--National Student Norms." Also, these scores are for Reading only. The ITBS breaks out Language separately, and Saint Joseph School will include these in the paper copies submitted to CAPE, too. All are above the "cut scores" and the 85% threshold.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Iowa Test of Basic Skills</u>
Grade: <u>5</u>	Edition/Publication Year: <u>2005</u>
Publisher: <u>Riverside Publishing</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	72	73	73	80	64
Number of students tested	37	44	45	42	42
Percent of total students tested	92	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	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: These Reading scores represent the "Average Rank of SS--National Student Norms," corresponding with Column 2 of the "cut scores" chart provided by CAPE for 2015 (see <http://www.capenet.org/pdf/2015NBRscores.pdf>). Saint Joseph School's paper copy submission to CAPE will also include "Average Rank of SS--National Student Norms," which are above the 85% threshold in all grades and subjects as required. Per directive of the Diocese of Harrisburg, excluded students must have identified Special Learning Disabilities and have received written IEPs from local public school districts. Saint Joseph School does not alternatively test any students. These scores represent the "Average Rank of SS--National School Norms." Saint Joseph School's paper copy submission to CAPE will also include "Average Rank of SS--National Student Norms." Also, these scores are for Reading only. The ITBS breaks out Language separately, and Saint Joseph School will include these in the paper copies submitted to CAPE, too. All are above the "cut scores" and the 85% threshold.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Iowa Test of Basic Skills</u>
Grade: <u>6</u>	Edition/Publication Year: <u>2005</u>
Publisher: <u>Riverside Publishing</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	75	79	82	72	74
Number of students tested	41	39	42	35	49
Percent of total students tested	98	91	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	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: These Reading scores represent the "Average Rank of SS--National Student Norms," corresponding with Column 2 of the "cut scores" chart provided by CAPE for 2015 (see <http://www.capenet.org/pdf/2015NBRscores.pdf>). Saint Joseph School's paper copy submission to CAPE will also include "Average Rank of SS--National Student Norms," which are above the 85% threshold in all grades and subjects as required. Per directive of the Diocese of Harrisburg, excluded students must have identified Special Learning Disabilities and have received written IEPs from local public school districts. Saint Joseph School does not alternatively test any students. These scores represent the "Average Rank of SS--National School Norms." Saint Joseph School's paper copy submission to CAPE will also include "Average Rank of SS--National Student Norms." Also, these scores are for Reading only. The ITBS breaks out Language separately, and Saint Joseph School will include these in the paper copies submitted to CAPE, too. All are above the "cut scores" and the 85% threshold.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Iowa Test of Basic Skills</u>
Grade: <u>7</u>	Edition/Publication Year: <u>2005</u>
Publisher: <u>Riverside Publishing</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	82	81	74	77	80
Number of students tested	40	39	30	45	45
Percent of total students tested	91	95	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	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: These Reading scores represent the "Average Rank of SS--National Student Norms," corresponding with Column 2 of the "cut scores" chart provided by CAPE for 2015 (see <http://www.capenet.org/pdf/2015NBRscores.pdf>). Saint Joseph School's paper copy submission to CAPE will also include "Average Rank of SS--National Student Norms," which are above the 85% threshold in all grades and subjects as required. Per directive of the Diocese of Harrisburg, excluded students must have identified Special Learning Disabilities and have received written IEPs from local public school districts. Saint Joseph School does not alternatively test any students. These scores represent the "Average Rank of SS--National School Norms." Saint Joseph School's paper copy submission to CAPE will also include "Average Rank of SS--National Student Norms." Also, these scores are for Reading only. The ITBS breaks out Language separately, and Saint Joseph School will include these in the paper copies submitted to CAPE, too. All are above the "cut scores" and the 85% threshold.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Iowa Test of Basic Skills</u>
Grade: <u>8</u>	Edition/Publication Year: <u>2005</u>
Publisher: <u>Riverside Publishing</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	78	71	74	75	77
Number of students tested	42	28	40	40	46
Percent of total students tested	98	91	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	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: These Reading scores represent the "Average Rank of SS--National Student Norms," corresponding with Column 2 of the "cut scores" chart provided by CAPE for 2015 (see <http://www.capenet.org/pdf/2015NBRscores.pdf>). Saint Joseph School's paper copy submission to CAPE will also include "Average Rank of SS--National Student Norms," which are above the 85% threshold in all grades and subjects as required. Per directive of the Diocese of Harrisburg, excluded students must have identified Special Learning Disabilities and have received written IEPs from local public school districts. Saint Joseph School does not alternatively test any students. These scores represent the "Average Rank of SS--National School Norms." Saint Joseph School's paper copy submission to CAPE will also include "Average Rank of SS--National Student Norms." Also, these scores are for Reading only. The ITBS breaks out Language separately, and Saint Joseph School will include these in the paper copies submitted to CAPE, too. All are above the "cut scores" and the 85% threshold.