

**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. Patricia Allen

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

Official School Name St. Joseph Catholic School

(As it should appear in the official records)

School Mailing Address 81 Lacy Street NW

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

City Marietta State GA Zip Code+4 (9 digits total) 30060-1153

County Cobb

Telephone (770) 428-3328 Fax (770) 424-2960

Web site/URL http://www.stjosephschool.org E-mail pallen@stjosephschool.org

Facebook Page  
Twitter Handle https://www.facebook.com/sjcs.marietta/timeline/ 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.

\_\_\_\_\_  
Date \_\_\_\_\_

(Principal's Signature)

Name of Superintendent\*Dr. Diane Starkovich E-mail dstarkovich@archatl.com  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Archdiocese of Atlanta Tel. (404) 920-7700

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.

\_\_\_\_\_  
Date \_\_\_\_\_

(Superintendent's Signature)

Name of School Board  
President/Chairperson Mrs. Paula Todd  
(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.

\_\_\_\_\_  
Date \_\_\_\_\_

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

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	0	0	0
K	14	27	41
1	25	20	45
2	30	24	54
3	25	26	51
4	30	23	53
5	25	30	55
6	22	32	54
7	24	36	60
8	22	28	50
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
<b>Total Students</b>	217	246	463

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 5 % Asian
  - 5 % Black or African American
  - 4 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 75 % White
  - 11 % 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: 1%

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

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2014 until the end of the 2014-2015 school year	0
(2) Number of students who transferred <i>from</i> the school after October 1, 2014 until the end of the 2014-2015 school year	5
(3) Total of all transferred students [sum of rows (1) and (2)]	5
(4) Total number of students in the school as of October 1, 2014	484
(5) Total transferred students in row (3) divided by total students in row (4)	0.010
(6) Amount in row (5) multiplied by 100	1

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):

7. Students eligible for free/reduced-priced meals: 6%  
 Total number students who qualify: 29

8. Students receiving special education services: 13 %  
61 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>32</u> Other Health Impaired                |
| <u>0</u> Deaf-Blindness        | <u>9</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>1</u> Developmentally Delayed               |

9. Number of years the principal has been in her/his position at this school: 11
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	<b>Number of Staff</b>
Administrators	2
Classroom teachers	18
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	9
Paraprofessionals	3
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

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 26:1

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

<b>Required Information</b>	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011
Daily student attendance	98%	98%	99%	99%	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.

<b>Post-Secondary Status</b>	
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. 2003

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

The mission is to educate each student by embracing our faith and upholding academic excellence within a Catholic community devoted to developing the whole child.

## PART III – SUMMARY

---

An insight into St. Joseph Catholic School begins with the school motto "Educating the Mind and Expanding the Heart." The community embraces the idea that this school is focused upon what is best for the children. The school community makes this its foremost priority.

Parents are very willing to give of their time and talent. Volunteerism averages over 7,000 hours annually. The school serves a community of middle class to upper middle class families and has witnessed a trend in which both parents are working outside the home. Approximately 27% of students receive financial assistance. Students' ethnic background statistics reflect a ratio of approximately 75% white and 25% non-white; 53% of students are female and 47% are male. Approximately 13% of the student population have identified learning needs. The school warmly embraces these changing demographics and looks at this as an opportunity for multiculturalism.

St. Joseph Catholic School was founded in 1953 by the Sisters of St. Joseph of Carondelet. With humble beginnings of 85 students in grades one through four, the school grew quickly so that by 1961, there were over 400 students in kindergarten through eighth grade. Having such a long, rich history, the school is steeped in traditions. While open to the ever-present change which inevitably must occur in order to propagate improvement, the school community also embraces much of its past. Many alumni, who faithfully return to the school just to drop in and say hello, reminisce with fondness about a particular event. They are so pleased, and indeed surprised at times, to discover that events such as the annual Blessing of the Pets, the Teachers vs. the Eighth Grade Volleyball Game, or the Candle Lighting Mass, where eighth grade students pass the light of leadership and faith to seventh grade students are still occurring at the school. The school just recently celebrated its 60th Anniversary. These years have been filled with memorable and happy events.

Expectations are high at St. Joseph Catholic School, and the students continually rise to the challenge. The school does an incredible job assisting each student to reach his full potential. Programs are in place to aid and enhance every facet of the curriculum. For the highest achieving students, Honors Math and Honors English programs are offered. The school provides academic assistance to students experiencing academic difficulties through an active Student Success Team and the use of programs such as the Wilson Reading System®, Foundations®, and Touch Math®. The school is very proud of the academic standards it sets but feels the responsibility is even greater to educate the students in ways other than just academics. Key strategies such as the Presidential Physical Fitness Award, the Rainbows Program, the First Lego League® and a structured guidance program provide students with additional measures to reach their personal potential. Technology continues to enhance the educational experience provided to the students. Interactive whiteboards provide our students with multiple learning modalities, while iPad applications allow the full-time Speech and Language Pathologist to provide social skills instruction.

The school fully prepares students for the next stage of the educational journey. Whether proceeding on to one of the area Catholic high schools, a local public high school, or enrolling in a magnet or International Baccalaureate program, St. Joseph Catholic School students excel and are highly successful. One of the best compliments the school receives every year is from the personnel at the local high schools who state that not only are the students coming from St. Joseph Catholic School very academically prepared, but they are also nice young people. All members of the community realize the importance of working together in order to help mold the students into educated, secure and happy individuals.

St. Joseph Catholic School was honored to receive the National Blue Ribbon School award in 2003. The school proudly displays this accolade on banners and school letterhead and stationery. This selective award is a badge of honor for the school. Faculty and staff are mindful of the high expectations this award carries and are continually making improvements. Since receiving the award, changes have taken place. Emphasis is placed on the use of data to drive instructional decisions, set curriculum goals, and to purchase new programs. Faculty meetings have become a collaborative sharing of best practices. A structured Mentoring Program has been established to provide help for our novice teachers. St. Joseph Catholic School is a rare find. The combination of academic excellence paired with the driving desire of all stakeholders to base

every decision on what is in the best interest of the students, makes it the dynamic environment that it is. The school places great importance on its role as an educational haven that produces a fantastic end product...a child with the knowledge and the heart to achieve anything!

## PART IV – CURRICULUM AND INSTRUCTION

---

### 1. Core Curriculum:

St. Joseph Catholic School follows the curriculum guidelines of the Archdiocese of Atlanta. District-wide accreditation ensures the school provides a strong religious foundation and a challenging academic program. Backward planning allows teachers to map out the school year, ensuring all standards are taught. Such planning continually focuses teachers' attention toward student achievement through the necessary instructional pieces: Archdiocesan standards, lesson pacing, lesson objectives, instructional materials, instructional methods, assessments and technology.

The foundation of the Archdiocesan educational curriculum is religion. The goal of the religion program is for students to develop a personal relationship with God. Teachers instill in students an enthusiasm to live their Catholic faith and provide an in-depth religious education that includes experiences in prayer, sacraments, and community service. Weekly Mass, daily prayer, saints as role models, identifying God in pop culture, and religious events such as the Living Rosary, Blessing of the Pets, Reconciliation, and retreats provide students the opportunity to deepen their understanding of the faith. The Assessment of Children/Youth Religious Education® test measures the formation of the Catholic faith and provides meaningful data to direct programs which foster students' growth and understanding.

The curriculum provides a balanced approach to language arts where students develop the necessary strategies for reading and writing while also forming the higher-level skills of comprehension and written expression. The elementary reading program utilizes explicit, systematic phonics-based instruction. Students are taught multiple reading strategies in order to decode and understand the written word. Students in middle school use literature that exposes them to different genres and challenges them to decipher the writer's purpose and meaning. In English, students are actively taught the mechanics of writing, beginning in kindergarten with writing words, and culminating in 8th grade with the requirement of a full research paper. A vocabulary book supports writing by developing students' vocabulary and spelling. Other resources used to aid students performing below and above grade level include: Daily Reading Practice®, SRA Reading Laboratory®, STAR Reader®, STAR Early Literacy®, Mountain Language Arts®, Honors English, and novel studies.

From the acquisition of basic mathematics concepts to the application of complex concepts, all students receive a solid foundation in math. Teachers utilize strategies to introduce ideas, math talks to showcase students' thinking, games to reinforce higher level thinking, math videos to make the acquisition of facts interesting, and classroom discussion to ensure that students are engaged and learning. Teachers routinely use BrainPop®, IXL Math®, and Mountain Math® to help students understand math concepts. Honors Math, Honors Pre-Algebra, and Honors Algebra are all offered to the highest achieving math students. Math help and before-school tutoring are offered to students who are experiencing difficulty in math.

The Archdiocese modified Next Generation enhanced Science Standards for use in all science classes to promote the integration of technology and engineering in all lessons. Teachers use engaging lessons to incorporate student inquiry and problem solving. Activities include: hands-on learning, lab experiments, projects, pair and share activities, immersion of computer skills, and Full Option Science System (FOSS) kits allowing teachers to differentiate instruction for increased student comprehension. Students in kindergarten can be seen graphing different types of apples, students in the intermediate grades raise fish in the on-campus Labitat to see the life cycle in action, and students in middle school create bridges from toothpicks to test engineering principles. Instructional materials such as Science World make the important connections between the NGSS standards and the events of the real world.

The social studies program introduces concepts with a two-pronged approach: history and geography. Utilizing a text, an atlas, Scholastic News®, Junior Scholastic Magazine®, historical documents, interactive games, research projects, reenactments, map study, and creative projects, students learn about different cultures and make connections between how the past was formed and its influence on current life. Virtual field trips, websites and interactive field trips allow struggling students an opportunity to solidify concepts

and allow accelerated students an opportunity to expand their knowledge base.

Personal work skills, such as time management, study skills, and personal responsibility are woven into the core curriculum. The school firmly believes that in order for students to be successful, they need not only content skills and knowledge, but also a firm foundation in their personal work skills.

## **2. Other Curriculum Areas:**

The Enrichment Curriculum subjects provide the students of Saint Joseph Catholic School with a basic understanding of the subject matter while developing students' independent learning, critical thinking, and problem-solving skills. The Enrichment Curriculum teachers work collaboratively while sharing their passion and dedication to their subject with students of the school. These essential enrichment subjects further develop the mission of the school: educating the whole child. Our curriculum meets all requirements of the National Blue Ribbon Schools' Program of Excellence.

Enrichment Curriculum subjects include: visual arts, music, physical education, Spanish, library, and computer. Kindergarten through fifth grade students attend art, music, Spanish, library and computer classes once a week. All grades attend physical education classes twice per week. Students in grades 6-8 receive instruction in the Enrichment Curriculum subjects through a structured elective program entitled Pathways where students delve deeper into a chosen topic, such as: graphic design, architecture, engineering, and Lego Robotics®. Pathway classes are offered through block classes to optimize student learning.

The visual arts program encompasses the study of art through its history, production, aesthetics, and deliberate criticism. Basic instruction provides students with an understanding of the form and function of art while improving students' fine motor skills, ability to follow multi-step directions, and problem-solving skills. The focus this year for our visual arts department is art history, while paying particular attention to the elements of art and the principles of design. The culminating event, the Annual Art Exhibit, features the art work of every student.

The music program provides students an opportunity to acquire basic skills and to use those skills through school-wide performances. Through the study of musical composers and musical periods in history, students are taught to read, write, and perform music. Middle school students have the opportunity to participate in Band, Praise Band, String Ensemble, and Chorus. The dynamic nature of the music program results in the production of an outstanding Christmas Program which highlights our kindergarten through fifth grade students. Co-creating the Christmas Program, the fifth grade students apply their narrative writing and public speaking skills while gaining experience in leadership and production skills.

The physical education program develops students' physical health, stamina, and coordination skills through basic instruction in sports, skills, and team challenges. Students participate in both the Presidential and the National Fitness Programs. Nutrition and health instruction round out the program, emphasizing an active and healthy lifestyle. Additionally, the physical education department sponsors the Walk Georgia Program, a web-based fitness program designed to encourage activity through personal responsibility and group participation.

The school offers a conversational Spanish program for all students. This immersion program combines movement, gestures, and pictures to help students acquire an understanding of the spoken word and an appreciation for the Spanish culture. Students receive instruction in basic vocabulary, prayers, and verb tense, and demonstrate this understanding through a variety of projects such as the collaborative writing of a book and cultural presentations for younger students. For those students who want further instruction, an after school Spanish Club provides further instruction in the Spanish language, customs, and culture. St. Joseph Catholic School is in compliance with the program's foreign language requirement.

Within the library media program, students acquire and apply research skills while reinforcing essential skills in reading comprehension, writing, and technology. Students learn beginning research and library information skills in the lower grades, while students in the upper grades demonstrate these skills through

research projects within core classes. Additionally, the program promotes the Accelerated Reader® program and the Battle of the Books. Both programs motivate struggling readers and challenge high achieving readers. The media center is open before school, allowing students the opportunity to conduct research or begin their day reading a favorite book.

Technology remains an integral part of the learning program from kindergarten through eighth grade. The school has two fully equipped computer labs, an iPad cart, and networked, interactive white boards in all classrooms. Students begin their computer instruction through software applications such as PowerPoint®, Word®, and Excel® using these programs to reinforce concepts taught in the classroom. Additionally, all students receive instruction on Internet safety and computer etiquette. Students apply computer skills to produce multimedia projects which demonstrate learning.

### **3. Instructional Methods and Interventions:**

The challenging academic curriculum at Saint Joseph Catholic School is key to continued student success. Decisions for instructional methods, programs and interventions begin with a review of student assessment data. Teachers review data from a variety of sources: Iowa Assessments®, Cognitive Test of Abilities®, STAR Reading®, ACRE® and curriculum testing. Results are analyzed and instructional decisions are driven by this analysis.

The school uses a variety of resources to meet the diverse and individual needs of the students. Teachers offer morning, lunch, and afternoon tutoring for students. Classroom aides work with students using programs such as Foundations® and Wilson Reading System® to help struggling students with phonemic awareness, reading skills and comprehension. Our Student Success Team provides strategies and interventions for students with learning challenges. A full-time Speech and Language Pathologist works with individuals or small groups to provide help with speech, language and social skill needs. In addition to providing direct services to the students, these highly-skilled professionals offer guidance to teachers in order to meet the needs of their students. Students can receive skill reinforcement from the Learning Specialist or skill enrichment from our Honors teachers. The school offers Honors Math for students in grades 3-8 and Honors English for students in grades 6-8. Honors programs challenge students with advanced higher-order thinking skills.

A variety of technology enhances the curriculum to achieve instructional goals and to differentiate learning. Programs such as GPB Education®, IXL Math®, Mountain Math® and Mountain Language Arts®, and interactive websites such as BrainPOP® and Scholastic Magazine© reinforce and enrich instructional objectives across grade levels.

Regular curriculum meetings occur to discuss the alignment of instructional practices. After analyzing student data, teachers recently detected a small decrease in students' number sense understanding. Since a strong number sense is vital for student success with math concepts, teachers sought out new instructional techniques and selected Math Talk, an instructional technique that encourages students to verbalize problem solving. Discussion during a curriculum meeting revealed a weakness in reading fluency. Since reading fluency strengthens reading comprehension, teachers brainstormed instructional approaches to help reinforce this necessary skill. In addition to letting parents know how to help their child become fluent readers, teachers utilize modeling, fluency drills, and fluency testing in order to strengthen this necessary reading skill. Collegial collaboration is one of the many approaches the school utilizes in order to meet the needs of all the students.

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

St. Joseph Catholic School uses a variety of assessments to analyze and improve student and school performance. These assessments range from standardized tests such as the Iowa Assessments®, CogAT®, ACRE®, and Star Early Literacy/Reader®, to general classroom formative and summative assessments. Continual professional development seminars are presented to the faculty addressing formative and summative assessments to ensure appropriate implementation within classrooms. Results of standardized testing are routinely discussed in departmental, curriculum and faculty meetings to identify areas of

improvement and develop specific goals to address areas of concern. Through the use of a web-based reporting system, faculty can easily access and disaggregate standardized assessment data. Departmental and grade-wide goals are developed based on assessment data. Faculty members use a variety of means to ensure learning objectives are met and weaknesses are addressed, including backward planning and collaboration to ensure horizontal and vertical alignment of instruction.

While reviewing standardized assessment data, a slight drop in math test scores for the third grade was noted. While it was felt this decline was due to several factors, a remediation plan was set in place. Additional minutes in math were added to the grade level schedules, professional development was provided to the teachers, and the use of IXL Math® was added to the daily math routine.

With respect to day-to-day student performance and grades, St. Joseph Catholic School uses a web-based school management system to provide real-time access of school information to students and parents. Additionally, parent/teacher conferences, e-mail, and phone communications are utilized to share students' academic results. Further, Open Houses and grade level curriculum presentations inform parents of academic expectations and strategies for student success. In kindergarten through 5th grade, graded work and assessments are sent home in folders for parents' review. Quarterly reports from Star Reader®, indicating each student's progress in reading are distributed to parents. Standardized test results are distributed each May and parents are invited to attend an informational session regarding the school's standardized test results and their interpretation.

Based on standardized testing data, our highest achieving students are placed in our Honors Math and Honors English classes. In middle school, students are recognized with Honor Roll or Principal's List distinction, based on their academic achievements. Students' achievements in academics, service, and Fine Arts are recognized at an awards ceremony and yearly in the Annual Donor Report.

## PART V – SCHOOL SUPPORTS

---

### **1. School Climate/Culture:**

St. Joseph Catholic School reflects a nurturing community where students, surrounded by caring staff, teachers, and parents, feel safe and secure. Stakeholders feel the key to student success is an intentional commitment to educating the whole child. The school’s teachers share a common trait; they have an enthusiasm and passion for the subjects and grade levels they teach. Faculty and staff come to know the students in our close-knit school. This relationship allows faculty members to challenge students to achieve more, to encourage students to do their best, and to recognize students for their hard work and achievement. These factors provide a motivating and positive school environment.

The teachers and staff radiate a positive spirit and view educating children as their vocation. Administrators, faculty, and parents share the same goals— academic excellence paired with a strong emotional and social character for every child. This positive environment is cultivated through the relationships built within the school. Students are encouraged by faculty and staff, not only for their achievement, but also for their character. Routinely, students are praised for their social character: helping a classmate, being respectful, or encouraging a friend. Students consistently witness this positive interaction from adults which encourages more positive relations with their peers.

Programs throughout the school reflect this intentional commitment to building character within the students. Fourth grade students are paired with a “kindergarten buddy” in order to mentor kindergarten students and foster a long-term relationship. Teachers routinely give students RACK slips where students are recognized for random acts of classroom kindness.

Teachers are viewed as vital assets of the school and are valued for their professionalism. Each teacher is empowered to share in the responsibility of creating a culture which maximizes student learning. Scheduling time for collaboration, providing professional development opportunities, guarding instructional time, encouraging teachers to try new instructional methods, seeking input from all teachers, and recognizing the hard work and dedication of the faculty all combine to demonstrate that teachers in the school are valued and supported. Parents, too, show support through small acts of kindness, such as recognizing a teacher’s birthday and providing a monthly lunch for the faculty.

St. Joseph Catholic School is proud to be among the top educational institutions in the community. Through intentional and deliberate efforts, we accept challenges willingly, adopt a spirit of continuous improvement, and are ever conscious of living the Catholic faith.

### **2. Engaging Families and Community:**

St. Joseph Catholic School realizes the importance of engaging school families and the greater community to enhance student growth and to promote school improvement. As students learn by example, it is vital that all stakeholders model this communal cooperation and provide opportunities for students to experience cooperation. The school utilizes successful strategies in three distinct areas: parent and family involvement, community outreach, and community resources.

Believing that parents are the primary educators of their children, the school partners with parents in the education of students. Three successful strategies are utilized for student success: community building, communication, and volunteerism. Events such as the Block Party and adult socials bring parents together to form community. Using the online student information system, parents are aware of the academic progress of their students. Class homepages provide resources for parents, while conferences, meetings, and emails help parents and teachers communicate for the success of the students. Through the use of Mystery Readers, parents and grandparents read to students, helping to increase listening comprehension. Art Angels help in the art room, reinforcing artistic skills and encouraging students’ artistic creations. With over 7,000 volunteer hours logged annually, St. Joseph families understand the importance of volunteerism.

School leadership supports and encourages service so that students learn the importance of charitable self-giving and social responsibility. The school provides multiple opportunities for service: The Light House Family Retreat, Toys for Tots, Must Ministries, letters for the troops, and the parish food pantry. The Light House Family Retreat, which helps children with cancer experience a week at the beach, is a wonderful example of faith in action. The second grade combines this project with their economics unit allowing students to make and sell goods in order to raise money. Educating the whole child is integral to the mission of the school.

Finally, St Joseph Catholic School involves the community in the school. Career Day is held annually; guests from the community are invited to the school to share their careers. Former students return to the school to share their academic, athletic, and Fine Arts experiences with students. Guest speakers are invited to discuss the subjects of internet safety, recycling, character formation, and civil service. The Marietta City Police Department officers, SWAT Team and environmental teams provide information to the school for school safety improvements.

### **3. Professional Development:**

To ensure improved student success, a strong professional development program for teachers and staff is a necessity. The leadership of the school believes that professional development ideas must be jointly developed and must be shared frequently. Input from an administrative team provides direction and allows professional development to be delivered through multiple avenues: at faculty meetings discussing best practices, at conferences learning how to use technology effectively, and through in-service days to learn about incorporating the Gospel message throughout the school day.

The Archdiocese of Atlanta recognizes the importance of professional development, and has established in-service days as part of the district's accreditation goals. The leadership of St. Joseph Catholic School embraces this recommendation and places high importance on planning and implementing professional development opportunities which exceed the district requirement and align with the school's academic standards. Trends and challenges are identified at both the district level and the school level, and leadership teams are very proactive in addressing any needs. Based on an analysis of data, each year a school-wide goal is identified, and professional development mirrors the goal; the focus remains on programs which improve student achievement. Professional development strengthens teacher confidence in the areas of classroom management and curriculum instruction and provides the tools necessary for both teacher and student success. Additionally, a vibrant mentoring program provides novice teachers the ability to collaborate with experienced colleagues to strengthen their instructional methods.

The school's strong and vibrant professional development program supports goals set with regard to academic standards. Mathematics scores on the Iowa Assessments® highlights the school's approach for professional development. Recognizing a slight dip in math scores, the school set a goal to improve math achievement across all grades through viable and worthwhile conferences, webinars, and other professional development opportunities. Funding was provided so teachers could participate in these professional development opportunities and purchase needed materials. The school has been successful in sending numerous professional staff to math conferences and bringing in math professionals to help assist teachers with instructional methods. Teachers share information gathered at conferences with their colleagues.

School improvement is paramount to the success of the school. One of the most important recipes for success is on-going preparation of the staff. The school chooses to invest in the greater overall plan of improving the delivery of instruction. This comes in the area of professional development to impact continued student achievement and on-going school improvement.

#### **4. School Leadership:**

St. Joseph Catholic School, a parish school under the authority of the pastor of St. Joseph Catholic Church, is affiliated with the Archdiocese of Atlanta. The Office of Catholic Schools provides a framework for policies, procedures and curriculum.

Primary responsibility for day-to-day operations rests with the Principal, who establishes policies and procedures to ensure effective administration of the school. The Principal is a successful visionary who anticipates the current and future needs of the school, and collaboratively develops a plan to meet those needs. The Principal is well-respected by the staff because she recognizes each as a professional, empowering them to share in the responsibility of creating an organizational culture and classroom environment which maximizes student achievement. The Principal is assisted by an administrative team: Assistant Principal, Area Coordinators, Mentor Coordinator and Director of Operations. Team members make suggestions and contribute ideas based on their own professional experiences, as well as feedback from staff members within their respective areas. Collaboration continues with the parent community through the School Advisory Council and the Home and School Association. Both groups meet with the Principal to provide a parent's perspective on school activities and procedures. Utilizing the expertise and talents within the parent community allows the school to redirect funds toward academic resources for the students. The combination of faculty, staff, and parent input, together with the experienced and insightful leadership of the administration, has been key to the development and consistent implementation of policies and programs which allow students to maximize their academic, physical, and spiritual growth.

The school's mission statement is prominently displayed in each room of the school and on all school communications. This serves to focus all decisions back to the mission of the school: the education of the whole child. A review of grade books, report cards, lesson plans, and classrooms themselves ensures student achievement. Through regular meetings with the administrative team, the leadership of the school is kept abreast of developments within the school and discusses the effectiveness of programs, policies, and procedures in relation to student achievement. Additional programs in the school retain a focus on student achievement; Accelerated Reader® allows students additional differentiated opportunities to practice reading and comprehension skills. Through the commitment to programs such as Lego Robotics®, Drama, Band, Spanish, and a multi-disciplinary enrichment program, the school's leadership demonstrates strong commitment to developing the whole child—academically, physically, and spiritually.

## PART VI \* INDICATORS OF ACADEMIC SUCCESS

---

The one practice which makes the school so successful is our ability to focus on our mission through deliberate, intentional communication and planning efforts. Through communication, we strengthen our academics, improve our use of assessment data, and keep our stakeholders informed. Our strong efforts to communicate with one another help to keep our school focused on the same goal—our students' success.

Collegial communication runs deep throughout the school day. For novice teachers, mentoring teams meet weekly to share best practices. Discussions on classroom management, grading, the use of technology, lesson planning, and curriculum pacing are discussed frequently in order to help our novice teachers improve their instructional practices. Curriculum teams meet frequently during the year to discuss the progress of curriculum goals and to discuss the vertical and horizontal alignment of the curriculum. Additionally, these teams discuss the alignment of study habits and organizational skills for the students. Enrichment area teachers join curriculum teams; through this joint communication, enrichment area teachers integrate the academic goals of the school within their specialized lessons. Grade level teams meet during collaborative planning time to share instructional objectives and to jointly plan lessons. Exciting new programs such as Creating Love among Middle Schoolers, a peer mentoring program, go from a single idea by one teacher to a full-fledged initiative throughout the middle school because of the constant communication of our faculty members. Constant collegial communication provides faculty members the opportunity to improve their instructional practices while allowing them the flexibility to introduce new, creative, and exciting programs.

School-wide communication provides parents with continual updates on their children, the curriculum, and the school. Through the use of our student data management system, we provide parents with real-time access to their child's grades. This system also allows parents to view upcoming homework, tests, and quizzes in order to help their children be successful. Teachers use the system to host class pages where links to online resources can be found. Frequent newsletters and reports provide parents with information about important events in the school and new programs for the school. Additionally, social media is used to promote the good news of the school and to inform parents about the exciting learning taking place within the classroom and school community. Communication between the school and our parents continues to strengthen that essential bond between school and home, helping to build high achievement in our students.

## 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 X      No

3. What is the educational cost per student?      \$7530  
(School budget divided by enrollment)

4. What is the average financial aid per student?      \$1960

5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?      10%

6. What percentage of the student body receives scholarship assistance, including tuition reduction?      27%

**PART VIII - ASSESSMENT RESULTS FOR NORM-REFERENCED TESTS**

---

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Iowa Assessments- Form E</u>
<b>Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>2012</u>
<b>Publisher:</b> <u>Riverside Publishing Company- Houghton Mifflin Harcourt</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2014-2015
Testing month	Mar
<b>SCHOOL SCORES</b>	
Average Score	84
Number of students tested	55
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:** No individual subgroups represent 10% or more of this grade’s total enrollment.

No students were tested with an alternate assessment.

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Iowa Assessments - Form E</u>
<b>Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>2012</u>
<b>Publisher:</b> <u>Riverside Publishing Company- Houghton Mifflin Harcourt</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2014-2015
Testing month	Mar
<b>SCHOOL SCORES</b>	
Average Score	72
Number of students tested	58
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:** No individual subgroups represent 10% or more of this grade's total enrollment.

No students were tested with an alternate assessment.

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Iowa Assessments - Form E</u>
<b>Grade:</b> <u>5</u>	<b>Edition/Publication Year:</b> <u>2012</u>
<b>Publisher:</b> <u>Riverside Publishing Company- Houghton Mifflin Harcourt</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2014-2015
Testing month	Mar
<b>SCHOOL SCORES</b>	
Average Score	79
Number of students tested	55
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:** No individual subgroups represent 10% or more of this grade’s total enrollment.

No students were tested with an alternate assessment.

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Iowa Assessments - Form E</u>
<b>Grade:</b> <u>6</u>	<b>Edition/Publication Year:</b> <u>2012</u>
<b>Publisher:</b> <u>Riverside Publishing Company - Houghton Mifflin Harcourt</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2014-2015
Testing month	Mar
<b>SCHOOL SCORES</b>	
Average Score	73
Number of students tested	58
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:** No individual subgroups represent 10% or more of this grade’s total enrollment.

No students were tested with an alternate assessment.

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Iowa Assessments - Form E</u>
<b>Grade:</b> <u>7</u>	<b>Edition/Publication Year:</b> <u>2012</u>
<b>Publisher:</b> <u>Riverside Publishing Company - Houghton Mifflin Harcourt</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2014-2015
Testing month	Mar
<b>SCHOOL SCORES</b>	
Average Score	80
Number of students tested	52
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:** No individual subgroups represent 10% or more of this grade’s total enrollment.

No students were tested with an alternate assessment.

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Iowa Assessments - Form E</u>
<b>Grade:</b> <u>8</u>	<b>Edition/Publication Year:</b> <u>2012</u>
<b>Publisher:</b> <u>Riverside Publishing Company- Houghton Mifflin Harcourt</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2014-2015
Testing month	Mar
<b>SCHOOL SCORES</b>	
Average Score	81
Number of students tested	51
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:** No individual subgroups represent 10% or more of this grade's total enrollment.

No students were tested with an alternate assessment.

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Iowa Assessments - Form E</u>
<b>Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>2012</u>
<b>Publisher:</b> <u>Riverside Publishing Company- Houghton Mifflin Harcourt</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2014-2015
Testing month	Mar
<b>SCHOOL SCORES</b>	
Average Score	77
Number of students tested	55
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:** No individual subgroups represent 10% or more of this grade’s total enrollment.

No students were tested with an alternate assessment.

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Iowa Assessments - Form E</u>
<b>Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>2012</u>
<b>Publisher:</b> <u>Riverside Publishing Company- Houghton Mifflin Harcourt</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2014-2015
Testing month	Apr
<b>SCHOOL SCORES</b>	
Average Score	77
Number of students tested	58
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:** No individual subgroups represent 10% or more of this grade’s total enrollment.

No students were tested with an alternate assessment.

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Iowa Assessments - Form E</u>
<b>Grade:</b> <u>5</u>	<b>Edition/Publication Year:</b> <u>2012</u>
<b>Publisher:</b> <u>Riverside Publishing Company- Houghton Mifflin Harcourt</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2014-2015
Testing month	Mar
<b>SCHOOL SCORES</b>	
Average Score	77
Number of students tested	55
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:** No individual subgroups represent 10% or more of this grade's total enrollment.

No students were tested with an alternate assessment.

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Iowa Assessments - Form E</u>
<b>Grade:</b> <u>6</u>	<b>Edition/Publication Year:</b> <u>2012</u>
<b>Publisher:</b> <u>Riverside Publishing Company - Houghton Mifflin Harcourt</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2014-2015
Testing month	Mar
<b>SCHOOL SCORES</b>	
Average Score	72
Number of students tested	58
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:** No individual subgroups represent 10% or more of this grade's total enrollment.

No students were tested with an alternate assessment.

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Iowa Assessments - Form E</u>
<b>Grade:</b> <u>7</u>	<b>Edition/Publication Year:</b> <u>2012</u>
<b>Publisher:</b> <u>Riverside Publishing Company - Houghton Mifflin Harcourt</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2014-2015
Testing month	Mar
<b>SCHOOL SCORES</b>	
Average Score	78
Number of students tested	52
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:** No individual subgroups represent 10% or more of this grade's total enrollment.

No students were tested with an alternate assessment.

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Iowa Assessments - Form E</u>
<b>Grade:</b> <u>8</u>	<b>Edition/Publication Year:</b> <u>2012</u>
<b>Publisher:</b> <u>Riverside Publishing Company - Houghton Mifflin Harcourt</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2014-2015
Testing month	Mar
<b>SCHOOL SCORES</b>	
Average Score	80
Number of students tested	51
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:** No individual subgroups represent 10% or more of this grade’s total enrollment.

No students were tested with an alternate assessment.