

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 Dr. Michele Lambert

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

Official School Name St. Joseph's Academy

(As it should appear in the official records)

School Mailing Address 3015 Broussard Street

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

City Baton Rouge State LA Zip Code+4 (9 digits total) 70808-1198

County East Baton Rouge

Telephone (225) 388-2245 Fax (225) 344-5714

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Twitter Handle	Facebook Page	
<u>https://twitter.com/SJABatonRouge</u>	<u>https://www.facebook.com/stjosephsacademybr</u>	Google+ _____
YouTube/URL	Blog	
<u>https://www.youtube.com/user/SJABatonRouge</u>	<u>https://sjastudenttrips.wordpress.com/</u>	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*Mrs. Jan Breen E-mail breenj@sjabr.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, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mrs. Jan Breen
(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	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	252	252
10	0	272	272
11	0	281	281
12 or higher	0	265	265
Total Students	0	1070	1070

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 2 % Asian
 - 6 % Black or African American
 - 4 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 87 % White
 - 1 % 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.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2014 until the end of the 2014-2015 school year	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	9
(3) Total of all transferred students [sum of rows (1) and (2)]	9
(4) Total number of students in the school as of October 1, 2014	1066
(5) Total transferred students in row (3) divided by total students in row (4)	0.008
(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: 3%
 Total number students who qualify: 16

8. Students receiving special education services: 10 %
110 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>2</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>1</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>54</u> Specific Learning Disability |
| <u>67</u> Emotional Disturbance | <u>0</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>0</u> Developmentally Delayed |

9. Number of years the principal has been in her/his position at this school: 0
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	4
Classroom teachers	71
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	5
Paraprofessionals	2
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	7

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 15:1

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

Required Information	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011
Daily student attendance	97%	97%	96%	97%	97%
High school graduation rate	100%	100%	100%	100%	100%

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

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

Post-Secondary Status	
Graduating class size	241
Enrolled in a 4-year college or university	96%
Enrolled in a community college	4%
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. 2002

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

The mission of St. Joseph's Academy is to educate young women as responsible and unifying members of the world community. In the spirit and charism of the Sisters of St. Joseph, St. Joseph's Academy offers opportunities for faith development in the Catholic tradition, academic excellence and personal growth.

PART III – SUMMARY

St. Joseph's Academy is one of the largest all-girls high schools in the country (this year's enrollment is 1,070) and the oldest high school in Baton Rouge, Louisiana. Founded in 1868 by the Sisters of St. Joseph, this premier Catholic secondary school is dedicated to providing an environment of excellence, where relationships are strengthened and young girls become women of faith, hope and love. The Academy has been a symbol for educational excellence in Louisiana's capital city for 147 years.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

St. Joseph’s Academy provides a comprehensive college-preparatory curriculum that exceeds the standards required by the state of Louisiana. Principles are based on a combination of 21st-Century Skills; STEM; and ACT College Readiness Standards. More importantly, the heart of the curriculum embodies the ideals of the Catholic Church and the charism of the Sisters of St. Joseph. The curriculum offers opportunities in faith development for young women to become part of the global society.

The English language arts curriculum requires students to complete English I, II, III and IV. Also available are electives in journalism, creative writing and classical literature/mythology. English classes focus on grammar, writing and critical analysis and synthesis of literature. College preparatory, Advanced Placement (AP), honors and dual-enrollment classes are offered. Required summer reading includes books from the traditional canon as well as contemporary works. A “School-Wide Read” promotes collaboration across the curriculum.

SJA’s Writing Center provides instruction, resources and support for all students to improve as writers. Peer consultants conduct sessions to help their fellow students improve as writers, becoming more competent and, as a result, more confident.

Students acquire foundational skills for college readiness at all levels of the English curriculum. The faculty meets both as a whole and by department to discuss data related to college readiness and rigor. To ensure that all students are acquiring the skills they need, faculty members examine ACT College Readiness data and collaborate using data from curriculum maps to evaluate student progress.

Mathematics course offerings include Algebra I, Algebra II, Geometry, Advanced Mathematics - Functions & Statistics, Pre-calculus and Calculus as well as an Accounting elective. Advanced students follow the honors courses in their respective subjects. AP classes are offered in mathematics, and students may also enter into dual-enrollment classes in conjunction with Louisiana State University.

Students’ aptitudes are identified before entering SJA as freshmen using tests developed by the mathematics department as well as standardized national tests. Yearly placement is determined by academic performance, teacher recommendations and standardized test scores. Students have the flexibility to move between honors and college-preparatory tracks based on desire and ability. In the college-preparatory track, students are on a college-readiness path. Students in the honors track exceed the college-readiness standards. Mathematics teachers work together to design lessons utilizing critical thinking, collaboration and technology and use standardized test scores to identify weaknesses both with curriculum and with individual students. Department members also use data to drive instruction by collaborating on assessments and assessment results. After-school tutoring is available with a math instructor.

The Mu Alpha Theta math club provides a co-curricular opportunity for students to expand their enjoyment of math. Club members compete in tournaments throughout the year and attend the annual statewide convention. Club members also host the annual Middle School Math Tournament, writing tests and creating math-centric contests for hundreds of young students.

The science curriculum consists of four units. The department offers courses in Physical Science, Biology, Environmental Science, Chemistry and Physics. There is a college-preparatory track and an honors track. Yearly placement is subject to review based on standardized test scores and performance. Science teachers review data quarterly by subject area in order to develop and improve the curriculum for all students. Students are encouraged to participate in the SJA Science Fair and are given the opportunity to solve real-world problems. Students also have access to the STEM Lab, where they can refine their projects outside of the science classroom. A full-time science tutor is available after school four days a week.

The Science Club is active in a number of environmental issues. Club members plant seedlings in an on-

campus can yard, then transport them to coastal areas affected by hurricanes and erosion. Club members also participate in the annual Earth Day celebration as well as the Ocean Commotion event at LSU, helping students in grades K-8 learn about the coast and the sea upon which Louisiana is so dependent.

The social studies curriculum offers courses in Civics, U.S. History, World History and Psychology, as well as a Law Studies elective. AP and honors classes are offered, as well as college-preparatory courses. Social studies teachers collaborate and review data in all areas, and standardized test scores and grades are utilized to identify students who may need additional support. All social studies teachers use primary source documents to prepare students for college.

1.a. St. Joseph's Academy uses the ACT battery of tests to track and make adjustments to the curriculum in order to prepare students for college-readiness standards. Test scores are reviewed with all stakeholders either individually or as a group. In order to prepare students for career readiness, SJA teaches 21st-century skills and project-based learning. Students are taught critical-thinking, collaboration, creating and problem-solving skills that are necessary for success in college and the modern workforce. Cross-curricular opportunities inspire students to value thinking beyond the classroom walls.

2. Other Curriculum Areas:

The mission of SJA is to educate young women as responsible and unifying members of the world community. Students are guided in Catholic faith traditions, and they learn Gospel values. The theology department, in conjunction with the campus ministry team, promotes the moral values and traditions of the Catholic Church. The curriculum includes theology at every grade level and service requirements for each class. Students participate in required retreats at every grade level, as well as in daily prayer, monthly liturgies, prayer and reconciliation services and peer ministry.

SJA has a 15-year tradition of sponsoring summer mission trips both in the United States and abroad. Students are afforded the opportunity to serve those in need through a wide variety of service opportunities.

The Health and Physical Education (PE) curriculum includes a health and wellness component interwoven with physical education classes for grades 9-12. The four-year Health and PE curriculum helps students develop interests and skills in life-long activities that encourage a healthy lifestyle. They enjoy opportunities to participate in individual, lifetime and team sports. Students develop an appreciation of movement, physical fitness, self-discipline and the wise use of leisure time.

The curriculum also includes a FIT elective for students interested in developing or improving their fitness on a higher level with the ultimate goal of competing in a triathlon or biathlon. A PE Accelerate elective appeals to students who want to bring a different level of intensity to physical education.

Sports Medicine electives allow students to explore careers in the field; prevent, treat and rehabilitate athletic injuries; and study emergency procedures, nutrition, human anatomy and sports psychology.

The Arts department offers applied arts, visual arts and performing arts. The courses are open to all students as electives. Applied arts include Family and Consumer Science, Food and Nutrition, Clothing Construction and Adult Responsibility. Visual arts include Art I-IV in drawing, painting or ceramics, AP Art History, Fine Arts Survey and Media Arts. Performing arts include Dance, Theatre, Choir, Band, Music and Media, Music and Technology and Music Theory AP. Students perform and enter competitions at the local, state and national levels.

The Foreign Language curriculum requires students to take a minimum of two consecutive years of the same language. Courses include Latin, Spanish and French. Students may elect to take more offerings in one language by enrolling in classes up to level V. AP and honors courses are available to more advanced students. All language students have the opportunity to attend state conventions and serve in leadership capacities.

Technology course offerings include Computer Architecture, Computer Systems/Networking and a wide range of independent study classes, ranging from A+ Certification to Programming, Computer Support to Robotics.

The Innovation and Design model is being developed and interwoven across the curriculum. An Innovation and Design director was hired this year to help develop the Innovation and Design Lab to open in August of 2016. The lab will encourage cutting-edge, project-based learning and will serve as the link between SJA's STEM Lab and the global community. Students will have additional resources at their disposal to gather and focus information, imagine the possibilities, design a prototype, then build and deliver it.

New this year is the Introduction to Engineering Design class. Taught in the STEM Lab, the course provides an overview of engineering concepts and skills and explores the chemical, mechanical, computer and electrical branches of engineering. Topics include critical thinking, problem solving, physics, robotics, electronic circuit design, electronic components, structural integrity and more.

SJA is among the first high schools in the country to implement a 1:1 learning environment. SJA students operate the only all-girls help desk in the country. Paid student technicians handle all tablet maintenance onsite. Technicians have undergone a rigorous internship via their computer architecture or computer support class. Student technicians also serve as lead instructors for incoming freshmen, teaching them about their new computers, various software programs and SJA's network.

3. Instructional Methods and Interventions:

SJA uses a variety of approaches, methods and interventions to accommodate all students. To meet a variety of student needs, there are two tracks: College Preparatory and Honors/AP. Students may be in one track for math and another for English.

As one of the first 1:1 learning environments in the country, SJA is on the cutting edge of using technology as a collaborative research tool to enhance 21st-century skills. The tablet computers are used to create a student-centered environment in which learners discern credible versus non-credible sources. Faculty members participate in ongoing professional development in using technology to enhance students' college and career readiness.

The recently opened STEM Lab and the design of the new Innovation and Design Lab require all students to participate in at least one project-based assignment to solve real-world problems in the local community and greater world community.

Differentiated learning opportunities are available to meet all learning styles. Faculty members participate in professional development to reach all learners. Different types of teaching and assessments are used to engage all students in the learning community. SJA also participates in local, state and national science fairs to encourage project-based learning. In addition, the newly established SJA Robotics Team is highly competitive at the local and state levels.

The use of Student/Teacher Emergenetics Profiles (STEP) is another example of personalized attention. All incoming students and new teachers complete an online Emergenetics survey to identify their unique methods of and preferences for learning. Results indicate the four thinking attributes: analytical, structural, social and conceptual. Profiles also identify the three behavioral attributes: expressiveness, assertiveness and flexibility. Teachers use student profiles to create diverse learning groups and help students learn in a way that best suits them. For example, a group is formed with one student whose preference is social, one who is structural, one who is conceptual and one who is analytical. This practice helps ensure the success of group projects.

Counselors hold quarterly grade-level meetings to discuss students who may need additional assistance and to identify those students who deserve special recognition for accomplishments. All teachers in each grade level collaborate on determining the practices which will reach all students. In addition, counselors meet

with every student at least twice a year to discuss college and career readiness.

To support students who need academic assistance, free tutoring is available after school for science and math. Additionally, students whose standardized test scores are below the norm enter the Freshmen Foundations class that concentrates on study skills, reading skills and offers remediation on a personalized level.

Additionally, high-achieving students are identified and given higher-order, project-based learning and leadership opportunities within the school.

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

A variety of assessment data is collected and used to improve instruction. The ACT family of tests, the High School Placement Test and PSAT are all used to improve instruction. High School Placement scores, in conjunction with students' grades, are used to identify appropriate tracks for incoming students. Students may switch tracks over their four years depending on performance.

Each year, the faculty receives the scores from the four main areas of ACT College Readiness and the link of value added from freshman, sophomore and final ACT scores. The emphasis is on five-year trends with cohorts and the value added from students' time at SJA. This year, the faculty is being trained in how to use the data from these tests to inform instructional practices and how to track individual students from year to year. For instance, if a student has the English skills in the 18 range on the PLAN test as a freshman and as a sophomore is in the skill range of 20 on the English section, the teacher has added value to that student's skills.

Beginning this year, all of the information from these standardized tests is given to the students in an assembly. Students are presented their classes' scores in all areas, as well as their individual scores. Parents also have access to composite ACT scores and to their daughters' individual scores. Additionally, guidance counselors meet with each student to discuss ACT College Readiness in relation to the college the student would like to attend and scholarships that may be available.

Faculty members use relevant data to inform their instructional practices by department and teacher. For instance, if the data indicates certain skills are missing, then faculty members will place a higher emphasis on those skills. Department members are also undergoing training in how to begin to use data for individual students in order to differentiate learning.

Higher-achieving students are identified and encouraged to take the PSAT beginning in the ninth grade. These students are also encouraged to take additional PSAT prep classes and to join the PSAT Prep Club to acquire the skills necessary to maximize scores.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

The St. Joseph’s Academy mission statement affirms the school’s desire to “educate young women as responsible and unifying members of the world community.” SJA embraces its students and strives to provide a learning environment in which they experience a faith community, the pursuit of academic excellence and clarity of vision for the future so that their lives reflect confidence, dignity and self-worth; gospel compassion and justice; and the grace of bearers of reconciliation in our world.

Students are engaged in the mission and vision of the Sisters of St. Joseph through the annual study of the Sisters’ charism, rooted in the mission that continually unfolds in the Church: that all may be one. On a rotating, four-year cycle, SJA is guided by an annual charism theme to heighten awareness across the learning community. The themes are Relationships: Sacred Threads that Connect; Leadership: Weave One Heart; Great-Hearted Love: Serving the Dear Neighbor; and We Are All One: Gifted and Transformed by God’s Spirit.

The culture of SJA lends itself to academic excellence. Advanced Placement, Honors and college-prep core curriculum classes are complemented by a vibrant visual and performing arts program.

The school climate seeks to develop the whole person, promoting academic achievement and nurturing relationships among all members of the learning community, resulting in students’ emotional and social growth.

The Academic Counseling Center provides students the resources and support they need to be successful. Grade-level counselors follow students throughout their four years to help ensure they achieve their full potential. Two full-time college advisors assist students with scholarship and college applications and provide each girl with as many choices for her future as possible.

St. Joseph’s Academy provides a positive environment through a strong faith-development component. The school community begins each day with prayer. Theology, which is taught throughout a student’s four years, is supplemented by a required service program, annual retreats, Eucharistic liturgies celebrated regularly and weekly rosary.

The school also offers numerous opportunities for involvement in co-curricular activities, providing for the development of interests and talents. Students grow in leadership, initiative, responsibility and cooperation.

A strong athletic program provides opportunities that contribute to the student’s physical, emotional, psychological and sociological development. Athletics at SJA promote leadership and sportsmanship while facilitating the learning of lifelong skills including teamwork, discipline, goal-setting, self-esteem, fair play, acceptance of others and the pursuit of excellence.

Teachers feel valued because they are given the freedom to use their talents in their classrooms. They develop quality relationships with their students, administrators and peers and are supported in their efforts to provide learning that makes a difference. They are offered dedicated spaces to prepare their courses and are supported through a budgetary process which ensures they have the tools they need to help their students achieve their education goals.

2. Engaging Families and Community:

St. Joseph’s Academy hosted a series of corporate partnership opportunities this fall, inviting local business leaders, university administrators and government officials to tour the new STEM Lab. Guests enjoyed interacting with students, who shared their ongoing projects in the areas of science, technology, engineering and mathematics. More than one guest commented on the “real-world nature” of the work being done and

praised the students' critical-thinking, collaboration and communication skills.

SJA hosts numerous events designed to engage alumnae, including the Legacy Mass and Reception, in which graduates (mothers and grandmothers) join their current students for a special celebration of the threads that connect all Academy women. Alumnae are invited to participate in Career Day, sharing their experiences with juniors and seniors. Graduates are welcome to celebrate mass with the student body, and they are invited to participate in an annual mission trip to Wichita, Kansas. The Alumnae Office hosts out-of-town reunions to gather with alumnae when travels take school officials to cities around the country.

Graduates and parents celebrate special SJA events – including Senior Mass, Honors Convocation, graduation and Challenge Day – via live video feeds.

A full-time admissions director developed long-term strategies to engage families and ensure a stable student population. Open House; casual, Sunday evening get-togethers at SJA families' homes during the fall; and invitations to 7th and 8th grade girls to attend SJA sporting events are popular engagement activities. The Admissions Office recently introduced Spend the Day at SJA, in which 8th grade girls visit campus to see the school in action. Parents of 8th grade girls are invited to campus each Thursday in September for coffee and school tours.

An aggressive social media program engages alumnae, parents, students and members of the community through multiple daily posts. Social media provides a platform for formal, informal and informational communication and provides instantaneous feedback. SJA tailors its messages by determining the greatest interests of followers.

Parents are engaged through membership in active Mothers' and Dads' Clubs. These parent organizations provide support and service to the school as well as social opportunities for parents and their daughters.

All members of the SJA community were invited to participate in the development of the school's most recent three-year Strategic Plan. Through a stakeholder survey followed by in-depth focus group discussions, constituency groups were engaged in defining the goals and priorities of the school.

Evidence of SJA's success in engaging families and the community can be found in a broad base of support, including significant parental and alumnae involvement through volunteer and financial support; a continued demand for admissions by well-qualified applicants; and alumnae who recognize and appreciate the role of the school in their lives, their success at the university level and in their careers.

3. Professional Development:

St. Joseph's Academy is committed to academic excellence and to the continuous examination and evaluation of the school's methods and assessments so that teachers may more effectively meet school and departmental goals. SJA provides on-going professional development for its faculty. Each faculty member identifies goals to allow for individualized professional development.

Faculty members participate in professional development meetings throughout the school year. These meetings provide opportunities for specialized training, planning as departments and updating the curriculum. A multiple-day institute begins this process each year. Time is dedicated for teachers to work together and to meet, plan and learn from one another as well as experts in a variety of disciplines.

Departments, each headed by a chair, are involved in professional development through meetings and planning sessions. These meetings bring the school community together to share, reflect, learn and collaborate on specific lessons and assessments. Problems are addressed, giving faculty members the opportunity to collaborate on solutions. When a larger group is needed to address an issue, the Curriculum Committee, composed of all department heads, can focus on a resolution based on departmental recommendations.

The SJA Board of Directors is committed to professional development and supports each department financially, enabling them to achieve their goals and bring about success in the learning process. Teachers attend workshops and conferences at the local, state and national levels. These opportunities keep teachers abreast of new developments, ideas and techniques. Additionally, faculty members are encouraged to explore new ideas through research, communication with colleagues and networking at conferences and seminars. Faculty members share their expertise by presenting at local and national conferences.

Faculty and staff are also encouraged to belong to professional organizations and to serve in leadership capacities in order to learn and bring valuable information to their departmental work. The school takes advantage of grants and encourages faculty to pursue these opportunities to build the professional community.

New teachers participate in a mentoring program and meet throughout the year to receive assistance in academic planning and day-to-day responsibilities. New teachers also have a dedicated orientation day to learn about SJA's customs and procedures as well as the history, mission and philosophy of the school.

4. School Leadership:

St. Joseph's Academy operates on the President-Principal Leadership Model.

The president, as a representative of the Congregation of St. Joseph, articulates the mission, ensures the charism is alive in the school and oversees the strategic plan. The president gives direction to the Board of Directors and the SJA Foundation Board as well as oversees the fiscal administration of the Academy and its investments. The president partners with the Facilities, Communications, Admissions, Finance and Mission Advancement departments and represents the Academy to its various publics.

The primary duty of the principal is to effect a community environment in which the mission of the school can be realized. The principal is responsible for all aspects of school management and is invested with the authority to require that all goals, programs and objectives are in harmony with the mission, philosophy, policies and traditions of SJA. As the primary representative of SJA, the principal is the academic leader of the school community; provides leadership in developing and interpreting the mission, philosophy and objectives of the school with faculty, staff, parents and students; maintains a constant presence to the school community by interacting regularly with students, faculty, staff and parents; and works with the Administrative Team to facilitate the day-to-day operation of the school.

The primary area of responsibility of the associate principal is the supervision of teachers with at least three years' experience at SJA. She assumes the principal's responsibilities in her absence. She works in collaboration with the principal and the dean of academics to help plan professional development meetings and to offer professional learning opportunities for the faculty. She works with the principal to educate and inform the faculty about the STEP/Emergenetics program, which integrates how students prefer to learn with how teachers can facilitate an educational environment that enhances, deepens and provides authentic learning experiences. The associate principal helps organize student educational trips to foreign countries.

The dean of academics works in collaboration with the principal to direct the academic progress of the school and to evaluate students' academic progress with the Academic Counseling Center. He works in collaboration with the Academic Counseling Center on student scheduling and in collaboration with the principal to hire new faculty and supervise first- to third-year teachers.

The dean of women oversees discipline and activities. She administers the discipline system adopted by the school in a fair and caring manner, realizing that methods of correcting students' behavior are examples of how they are to relate to one another and to those for whom they may play a formative role in the future. In the area of activities, she is in charge of the co-curricular program of the school. She works directly with moderators of clubs and activities. She is responsible for the organization, vitality and management of the activities, providing students with opportunities for self-knowledge and personal growth and creating wholesome peer interaction and acceptance.

PART VI * INDICATORS OF ACADEMIC SUCESS

Technology is an integral part of the world today. SJA believes that in order for students to excel in their educational endeavors and in the marketplace beyond, they must have a firm grasp on technology.

PART VII - NON-PUBLIC SCHOOL INFORMATION

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

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

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

3. What is the educational cost per student? \$12710
(School budget divided by enrollment)

4. What is the average financial aid per student? \$4204

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

6. What percentage of the student body receives scholarship assistance, including tuition reduction? 13%

PART VIII - ASSESSMENT RESULTS FOR NORM-REFERENCED TESTS

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>ACT</u>
Grade: <u>12</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>ACT</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2014-2015
Testing month	May
SCHOOL SCORES	
Average Score	24.4
Number of students tested	241
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>ACT</u>
Grade: <u>12</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>ACT</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2014-2015
Testing month	May
SCHOOL SCORES	
Average Score	26
Number of students tested	241
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	
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: