

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 Sister Eileen Marie McGowan

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

Official School Name St. Joan of Arc School

(As it should appear in the official records)

School Mailing Address 329 West Areba Avenue

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

City Hershey State PA Zip Code+4 (9 digits total) 17033-1602

County Dauphin

Telephone (717) 533-2854 Fax (717) 534-0755

Web site/URL http://school.stjoanhershey.org/ E-mail sreileen@stjoanhershey.org

Facebook Page
<https://www.facebook.com/St-Joan-of-Arc-School-116688835143637/>

Twitter Handle 116688835143637/ 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*Mrs. Livia Riley E-mail lriley@hbgdiocese.org

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

District Name Harrisburg Diocese Tel. (717) 657-4804

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. Susan Hampton

(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	31	36	67
K	43	26	69
1	18	17	35
2	14	20	34
3	16	16	32
4	13	18	31
5	7	24	31
6	6	7	13
7	9	4	13
8	8	16	24
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	165	184	349

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 7 % Asian
 - 2 % Black or African American
 - 5 % Hispanic or Latino
 - 1 % Native Hawaiian or Other Pacific Islander
 - 79 % White
 - 6 % Two or more races
 - 100 % Total**

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

5. Student turnover, or mobility rate, during the 2014 – 2015 school year: 2%

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	2
(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)]	7
(4) Total number of students in the school as of October 1, 2014	349
(5) Total transferred students in row (3) divided by total students in row (4)	0.020
(6) Amount in row (5) multiplied by 100	2

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):

N/A

7. Students eligible for free/reduced-priced meals: 5%
 Total number students who qualify: 19

8. Students receiving special education services: 0 %
0 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>1</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>0</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>3</u> Specific Learning Disability |
| <u>2</u> Emotional Disturbance | <u>1</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>0</u> Developmentally Delayed |

9. Number of years the principal has been in her/his position at this school: 27
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers	19
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	5
Paraprofessionals	7
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 18:1

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	89%	89%	89%	90%	88%
High school graduation rate	0%	0%	0%	0%	0%

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

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

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

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

Yes No

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

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

St. Joan of Arc School fosters academic excellence in the Catholic tradition of discipline, with emphasis on developing a community of faith, hope, and charity.

PART III – SUMMARY

St. Joan of Arc School is located in “The Sweetest Place on Earth,” Hershey, Pennsylvania. St. Joan of Arc (SJA) School has been providing excellent education to students from Hershey, as well as the neighboring towns of Palmyra, Elizabethtown, Hummelstown, and Harrisburg for 88 years. The area enjoys a higher than state average median income, lower than average unemployment rate, and lower than average crime rate. Since its inception, SJA has been under the capable and dedicated direction of Daughters of Our Lady of Mercy. St. Joan of Arc School fosters academic excellence, in keeping with our Catholic tradition of discipline in Christian values, to the students of St. Joan of Arc Parish and the surrounding communities. We place special emphasis on developing a community of faith, hope, and charity in the lives of our students in a spirit of mercy.

comprehensive research-based bullying prevention program that has been proven to prevent or reduce bullying within a school setting. In October 2012, the school was officially recognized as a Certified Olweus School. SJA was among the first schools in the United States to achieve this status, and was the first non-public school in the nation to achieve certification. As part of this program, faculty and staff recognize students with positive behavior through a “Good Knight Award.” Names of award recipients are posted in the main hall and communicated in the daily news bulletin.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

An Integrated Language Arts committee within the Diocese of Harrisburg reviews and revises the curriculum every five years based on the goals and objectives determined by the diocese. Instructional materials are collaboratively chosen by the SJA faculty from an approved diocesan list.

The highly integrated curriculum is coordinated from grade level to grade level. Basic reading comprehension, phonemic awareness, listening and speaking skills, vocabulary development, spelling, English grammar, and composition are all incorporated into the curriculum. Student portfolios containing assessment and student work are maintained and forwarded to the next grade.

Teachers implement best practices and research-based pedagogy. Techniques of instruction include whole group instruction, cooperative learning groups, flexible grouping, drill/practice, storytelling, journaling, poetry, listening exercise, dramatic reading/plays, independent reading, computer program instruction, and literature circles. Beginning this year, grades K-8 will use the Simple Solutions practice series to reinforce Language Arts concepts.

Teachers use differentiated instruction through text levels and small group instruction, which allows them to vary materials and strategies for students. It also provides an opportunity for teachers to enrich student achievements above grade level.

Through self-selected reading for book projects, students expand their interests and learn to relate to the world around them. Shared reading with parents, reading buddies, and literature circle discussions are cooperative group learning activities which enhance each student's ability to share thoughts and ideas with others in a safe environment. Through a variety of projects, such as dramatic reading and poetry writing, students are provided with opportunities to hone their skills and develop their talents.

The mathematics curriculum developed by the Diocese of Harrisburg is aligned with the National Council of Teachers of Mathematics (NCTM) math standards and the Pennsylvania Math Assessment Anchors. It enables students to become proficient in understanding and using basic mathematical operations, computational skills, complex problem-solving strategies, and analytical thinking.

Major techniques of instruction include direct instruction, discovery, manipulatives, modeling, demonstration, flexible grouping, educational games, drill, practices, peer tutoring, application to real-life experiences, problem solving teams, journal writing, math videos, and technology (e.g., math websites).

Students are encouraged to question answers. They are given problems that have several possible solutions, and need to defend their solution or problem solving strategy. They work with open-ended problems, using the discovery method to find a workable solution, and then create a rule that can be applied to other similar problems and shared with others.

Simple Solutions enables ongoing reinforcement of previously taught concepts. First in Math enables students to practice math facts and other concepts in an online game format. SJA standardized the use of these educational strategies across the school. Students have embraced this approach, and consistent implementation has significantly improved test scores in computation.

The science curriculum is integrated with other subjects for cross-curriculum activities. For example, language arts is embedded within scientific papers, social studies concepts are incorporated in scientific discoveries, and opportunities are created to integrate math and science. Major techniques of instruction include lectures, discussions, peer tutoring, cooperative grouping, hands-on experiments, Cornell note taking, and practice. During the 2012-2013 school year, third grade students participated in a NASA project, along with more than 2500 schools in 75 countries. Students collected measurements, including basic weather observation, to support research on the Earth's climate.

In social studies, students learn about the world and how it has developed throughout time. This enables them to better understand how they belong to a global community and the important part they can play in helping that community to succeed. Students learn about the structure of the world both physically in terms of geography and culturally in terms of background and history of its people. The curriculum is consistently integrated throughout each grade level.

The Pre-K curriculum at SJA School is aligned with the standards of the National Association for the Education of Young Children. The Little Treasures Pre-K Reading Program enables kindergarten preparation skills. The school offers a half-day program to 3-year-olds and both a full- or half-day program to 4-year-olds. Students in the full-day program participate in computer, physical education, and library once a week in addition to the academic curriculum. Art and music are integrated throughout the day. Spanish is offered for 30 minutes each week. In addition to the academic program, students enjoy opportunities to develop social and play skills.

2. Other Curriculum Areas:

The art curriculum is designed to sequentially introduce skills such as elements of art and principles of design at an age-appropriate level, as well as art history. Students are also taught to appreciate their talents and the talents of others, and to appreciate each other's differences. The teacher often integrates art projects with activities underway in other curriculum areas, using a variety of media including pottery, colored pencils, crayons, and paint. There are art shows each year for grades K-2, 3-5, and 6-8. Students in grades K-8 participate in art class weekly.

The music curriculum is based on the Diocese of Harrisburg guidelines and expectations for each grade level, incorporating singing, dancing, and musical instruments. Third grade students learn to play the recorder, and sixth and seventh grade students learn guitar. Careful consideration is also given to the National Music Standards for all music students in grades K-8. Each area of the school (i.e., grades K-2, 3-5, and 6-8) participates in music class weekly, and a musical performance each year. Students may receive voice and music instruction after school, as well as participate in choir or band.

The physical education curriculum is coordinated across grade levels by the physical education teacher and emphasizes cooperation rather than competition. Grades K-8 participate in physical education weekly. Skills introduced in lower grades are refined and expanded upon in older grades. Activities or games are modified when needed by the physical education teacher. Differentiated instruction ensures all students access the physical education curriculum. Games learned in physical education are relevant to students' interests, including basketball and tennis.

St. Joan of Arc School is in compliance with the program's foreign language requirements.

Foreign language instruction at St. Joan of Arc School begins in preschool. Spanish instruction is taught weekly for 30 minutes in Pre-K, and twice weekly for 30 minutes from kindergarten through eighth grade throughout the school year.

Technology hardware and software are regularly reviewed to meet current instructional needs. The computer lab was updated with all new hardware in the summer of 2012 and SMART boards are installed in all classrooms, including preschool. The technology curriculum is coordinated from grade level to grade level by the technology teacher, who collaborates with teachers at all grade levels to incorporate cross-curricular activities into computer classes. Students from grades K-8 participate in weekly technology class. Students maintain networked student folders throughout their education at SJA. The school recently purchased iPads for teacher use, and two carts of iPads for student use beginning in January 2016.

As part of the religion curriculum, students participate in group prayer several times daily. In addition to weekly religion classes, there are also opportunities for school-wide prayer such as weekly Mass, monthly First Friday prayer, Stations of the Cross, and praying the rosary. Each class supports a mission child

monthly, and voluntarily supports charitable giving. Students have the opportunity to go to Confession each month.

3. Instructional Methods and Interventions:

All the teachers at SJA School make a concerted effort to meet the many diverse educational and social needs of their students. Teachers use multi-sensory approaches and differentiated instruction to meet the individual needs of their students. Teachers use a variety of settings that attempt to meet those needs through flexible grouping, partner learning, one-to-one instruction, and independent projects. The tiered learning approach is used for students who are identified as having specific learning difficulties.

To assess the needs of their students, teachers use a variety of strategies. IOWA testing enables teachers to determine which students need remediation or enrichment. To further refine their assessments, DIBELS testing is used for both language arts and math for grades K-3. Math fact fluency is assessed each trimester and shared with parents.

If students experience difficulties that are perceived by teachers or parents, there is a strong Student Support Team (SST) process that addresses concerns. The team consists of the principal, teacher(s), parents, support teacher, guidance counselor, and Capital Area Intermediate Unit (CAIU) support staff. This team makes recommendations, and then follows up at later meetings to evaluate the progress being made to ensure that the school is providing the best possible instruction or emotional support for the student with learning and/or emotional difficulties.

Technology plays an important role in every teacher's daily instruction. SMART boards are used on a daily basis, as well as individual and classroom computers, digital cameras, and Apple TVs. Computer software programs are utilized, including First in Math, Sumdog, and IXL. ClassDojo helps to meet the social and emotional needs of the students.

Weekly classroom meetings provide opportunities for students to address concerns, as well as make plans for improving any aspect of their school life. Second Step and the Olweus Bully Prevention program provide starting points for discussion if there is no issue to resolve. Teachers also use this time to provide positive reinforcement for any success attained.

School success is often seen in the awards presented to our students who participate in science fairs, essay contests, poetry contests, speech contests, as well as spelling, geography, and religion bees. Good Knight Awards are presented to any student who is seen going above and beyond to make good choices.

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

It is the expectation of SJA that class averages in major content areas exceed diocesan and national grade level averages. The faculty at SJA continually review assessment data to monitor individual student performance, the collective performance of each grade, and to improve methods of instruction.

The Iowa Test of Basic Skills (ITBS) is administered to all students in grades three through eight. This nationally norm-referenced test provides an overview of a student's achievement that can be compared to that of students nationwide. Students in third and fifth grades are also assessed using the Cognitive Assessment Test (CogAT) to measure overall cognitive and reasoning abilities. Trends in data are used to indicate where additional changes to curricula may be needed for an individual student, a particular grade, or the school overall. Data are also used to indicate whether curriculum changes are having the intended benefit.

When faculty observed lower ITBS scores in computation, they noted a significant improvement in classes that implemented the Simple Solutions math program. The school also obtained access for students to First in Math, an online program that provides game-style learning activities. Consistently using Simple Solutions combined with First in Math yielded significantly higher scores, which became the standard across

the school.

The Developmental Reading Assessment is utilized to assess reading engagement, oral reading fluency, and comprehension. SJA also screens students up to third grade in Dynamic Indicators of Basic Early Literacy Skills (DIBELS) to identify children experiencing difficulty in the acquisition of early literacy skills. If warranted, students are provided with additional practice activities. SJA faculty completed training to ensure they can fully utilize all the support materials associated with DIBELS. Beginning this year, the Math DIBELS will be incorporated up to third grade in order to identify students experiencing difficulty in the acquisition of basic mathematics skills and provide early support.

Individual ITBS, CoGAT, and DIBELS scores are communicated with parents along with a brief narrative on how to interpret them. Overall academic performance on the ITBS is transparent to the school community. Scores are available on the school's website, and shared through family communications and the church bulletin.

There is no achievement gap between the test scores of all students and the test scores of any subgroup.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

SJA engages and motivates students and provides a positive environment that supports their academic, social, and emotional growth through a strong sense of community. Evidence of the Catholic faith is obvious throughout the building and in the daily practices of the school. Daily group prayer and weekly Mass as a school family contribute to this dynamic. Weekly classroom meetings to discuss student issues and concerns began as part of implementing the Olweus Bullying Prevention Program. The meetings continue to create an ongoing dialogue between students and an opportunity for positive conflict resolution. Through the Parent Teacher Organization (PTO), students have access to educational and entertaining assemblies during school hours and family activities in the evening throughout the school year. New for the school this year is implementation of ClassDojo to encourage and reward positive behavior. Students receive points throughout the day for behaviors including helping others, working hard, persistence, being on task, and participating in class. Parents have visibility to their students' awards during the school day through an app on their mobile phone, which supports opportunities for additional reinforcement of positive behavior at home. Students receive awards for achieving milestone numbers of points, including a pass to wear street clothes instead of their school uniform.

The school principal has a supportive leadership style. Faculty are encouraged to continuously learn and explore new teaching methods to achieve better academic outcomes for all students. Surveys organized by age groups (preschool, elementary, and middle school) allow SJA to target the needs of each student segment of the school. Faculty discuss and decide together on new techniques that will benefit the school. This ability to explore and influence instructional techniques leads to a unified, collaborative faculty. Faculty teams (preschool, elementary, middle school) meet once monthly to discuss what is working and what needs to improve. Monthly meetings with the entire faculty expand the dialogue across the entire school. New teachers are provided with an experienced faculty mentor to support them through their initial years of teaching. During the recent Middle States re-accreditation process, the on-site visiting team noted the sense of collaboration and commitment from the faculty as a particular area of strength.

2. Engaging Families and Community:

Strong family involvement is at the heart of SJA. Parents receive daily information from the principal briefly describing key activities of the day, and providing reminders of activities in the days ahead. Families receive a weekly electronic newsletter, containing a wide variety of school information. SJA offers Family Fun Nights several times through the year to engage families during non-school hours. Past activities have included picnics, parades, sock hops, and movie nights.

SJA families volunteer in many ways, including participation on the Board of Education, Board committees, and the Parent Teacher Organization (PTO). Parents may also volunteer in the classroom to support reading practice, monitor field trips, and plan class parties.

SJA conducts periodic satisfaction surveys and follow-up focus groups to learn of concerns and harvest ideas to benefit the school. Surveys analyzed by age groups (i.e., preschool, elementary, middle school) allow SJA to target the needs of each segment of the school.

The community has demonstrated support for the school in many ways. Area merchants (e.g., grocery stores, restaurants) participate in various fundraisers. The school has also received grants from local businesses to support health and wellness initiatives and bully prevention efforts. Members of the parish and community participate in Career Day each year, sharing information about their profession and education with the students.

SJA students participate in several community celebrations, including Milton Hershey's birthday activities and local art contests. They donate their time and efforts in the community to activities such as Adopt-a-Family at Christmas, singing at nursing homes, collecting funds for area shelters and mission families, and

donating food to the local food pantry.

The local police force has been instrumental in providing safety education and training on updated safety procedures, including intruder drills. An officer from the local police force provides Drug Awareness and Resistance Education (D.A.R.E.) to fifth and seventh grade students each year. One officer often chooses to do her required foot patrol at SJA, greeting students and parents at the beginning and end of the day. The local police captain and lieutenant are involved in many opportunities to keep the school safe.

An important part of the St. Joan of Arc School community is the parish itself. Regular updates on the school are provided in the weekly bulletin, and a parish representative participates as part of the Board of Education. The principal attends Pastoral Council meetings to provide updates on the school.

3. Professional Development:

Each teacher is expected to have PA Certification II, or be working toward it, and to fulfill the PA Act 48 expectations of 180 credit hours every 5 years. Teachers are reimbursed in the amount of 75% of the cost of each credit, with a limit of 6 credits per year for full time teachers and 3 credits per year for part time teachers. Six faculty members have Masters Degrees, and several are working toward that goal.

SJA provides four professional development days per year for the faculty. The Diocese of Harrisburg provides workshops in a variety of content areas and instructional strategies throughout the year. Teachers may also choose to attend other professional development days when these opportunities arise. The Capital Area Intermediate Unit provides many such opportunities at reasonable costs.

At monthly faculty and team meetings, teachers share what they have learned from workshops, as well as discuss professional development articles. Many teachers choose to use Alternative Assessment Projects instead of the regular classroom observation assessment. These teachers share the progress of their projects with the faculty on a regular basis.

The strongest focus of professional development recently has been on technology and school safety, as well as Common Core Standards. Learning how to use iPads, SMART boards, and new grading software has been demanding. Working aggressively to keep up with new safety regulations, practicing them, and compiling them in a manual has been very challenging.

The entire staff has had training in Olweus Bully Prevention, A.L.I.C.E. (Active Intruder Response Training), Four Square Writing, iPads, SMART boards, CPR, use of Automated External Defibrillators, Common Core State Standards, Mandated Reporting, and use of the Epi pen for students with severe allergies. Age- or content- oriented training includes Dynamic Indicators of Basic Early Literacy Skills (DIBELS) for both language arts and math, Directed Reading Assessment, the pre-school curriculum, physical education activities, art and music. Several teachers have completed Autism classes.

4. School Leadership:

St. Joan of Arc School benefits from a long-tenured, highly organized, and engaged principal who sets the tone for the daily leadership of the school. She supervises the daily operations of the school, including the teaching process and welfare of students, faculty, and staff. The principal reviews lesson plans, faculty development goals, and instructional methods. She ensures adherence to policies and procedures. The principal was the first in the Diocese of Harrisburg to win the Golden Apple Award, which recognizes professional excellence, leadership, commitment to Catholic values, and devotion to teaching in Catholic schools. Award nominations were submitted by several parents and staff.

The school also has a highly involved pastor who is supportive and committed to the educational excellence of the school. Together, they are focused on supporting achievement of the school's near-term goals while conducting long-term planning.

The Development Director designs and implements the school's fundraising, marketing, and social media efforts. She coordinates the school's wide variety of extracurricular activities based on the needs, interests, and talents of the students. The Development Director also monitors collection of the school's tuition and fees.

The school administration is supported by a Board of Education, which serves as an advisory committee to recommend policies and represent the voice of key stakeholder groups, including the parish. A different teacher volunteers to attend each Board meeting to represent the perspective of the faculty. The Board identifies key areas of focus for each academic school year. In addition to the Board, numerous committees contribute to goals designed to further student achievement. The Educational Excellence Committee actively monitors progress against the areas identified for improvement through the Middle States Accreditation process, as well as on long-term goals established by the school. Currently, the Long Range Planning Committee is calculating projections for future enrollment to inform strategic decisions regarding space planning. The Technology Committee is upgrading school wireless access capability, web filtering, and electronic folder access to ensure teachers have broad access to electronic media that will enhance instructional methods.

The teachers assume a variety of leadership roles. They lead the Olweus Bully Prevention Team, the Health and Safety Committee, the Spirit Committee, a variety of curriculum coordinator positions, and team meetings. Three SJA teachers have won the Golden Apple Award. Students assume roles of leadership through the Student Council, which brings concerns to the attention of administration and coordinates student activities.

PART VI * INDICATORS OF ACADEMIC SUCESS

The one practice that makes St. Joan of Arc School so successful is the strong collaboration across the administration, faculty, parents, volunteers, and 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? \$5000
(School budget divided by enrollment)

4. What is the average financial aid per student? \$1000

5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 2%

6. What percentage of the student body receives scholarship assistance, including tuition reduction? 12%

PART VIII - ASSESSMENT RESULTS FOR NORM-REFERENCED TESTS

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Iowa Test of Basic Skills</u>
Grade: <u>3</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>Riverside Publishing Company</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2014-2015
Testing month	Apr
SCHOOL SCORES	
Average Score	73
Number of students tested	33
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES: These scores represent the "Average Rank of SS--National Student Norms," corresponding with Column 2 of the "cut scores" chart provided by CAPE for 2016 (see <http://www2.ed.gov/programs/nclbbrs/2016/2016-norm-referenced-assessment.pdf>). St. Joan of Arc School's paper copy submission to CAPE will include "Average Rank of SS--National Student Norms," which are above the 85% threshold in all grades and subjects as required. St. Joan of Arc School does not alternatively test any students.

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Iowa Test of Basic Skills</u>
Grade: <u>4</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>Riverside Publishing Company</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2014-2015
Testing month	Apr
SCHOOL SCORES	
Average Score	78
Number of students tested	33
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES: These scores represent the "Average Rank of SS--National Student Norms," corresponding with Column 2 of the "cut scores" chart provided by CAPE for 2016 (see <http://www2.ed.gov/programs/nclbbrs/2016/2016-norm-referenced-assessment.pdf>). St. Joan of Arc School's paper copy submission to CAPE will include "Average Rank of SS--National Student Norms," which are above the 85% threshold in all grades and subjects as required. St. Joan of Arc School does not alternatively test any students.

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Iowa Test of Basic Skills</u>
Grade: <u>5</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>Riverside Publishing Company</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2014-2015
Testing month	Apr
SCHOOL SCORES	
Average Score	86
Number of students tested	16
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES: These scores represent the "Average Rank of SS--National Student Norms," corresponding with Column 2 of the "cut scores" chart provided by CAPE for 2016 (see <http://www2.ed.gov/programs/nclbbrs/2016/2016-norm-referenced-assessment.pdf>). St. Joan of Arc School's paper copy submission to CAPE will include "Average Rank of SS--National Student Norms," which are above the 85% threshold in all grades and subjects as required. St. Joan of Arc School does not alternatively test any students.

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Iowa Test of Basic Skills</u>
Grade: <u>6</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>Riverside Publishing Company</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2014-2015
Testing month	Apr
SCHOOL SCORES	
Average Score	74
Number of students tested	14
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES: These scores represent the "Average Rank of SS--National Student Norms," corresponding with Column 2 of the "cut scores" chart provided by CAPE for 2016 (see <http://www2.ed.gov/programs/nclbbrs/2016/2016-norm-referenced-assessment.pdf>). St. Joan of Arc School's paper copy submission to CAPE will include "Average Rank of SS--National Student Norms," which are above the 85% threshold in all grades and subjects as required. St. Joan of Arc School does not alternatively test any students.

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Iowa Test of Basic Skills</u>
Grade: <u>7</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>Riverside Publishing Company</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2014-2015
Testing month	Apr
SCHOOL SCORES	
Average Score	72
Number of students tested	23
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES: These scores represent the "Average Rank of SS--National Student Norms," corresponding with Column 2 of the "cut scores" chart provided by CAPE for 2016 (see <http://www2.ed.gov/programs/nclbbrs/2016/2016-norm-referenced-assessment.pdf>). St. Joan of Arc School's paper copy submission to CAPE will include "Average Rank of SS--National Student Norms," which are above the 85% threshold in all grades and subjects as required. St. Joan of Arc School does not alternatively test any students.

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Iowa Test of Basic Skills</u>
Grade: <u>8</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>Riverside Publishing Company</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2014-2015
Testing month	Apr
SCHOOL SCORES	
Average Score	82
Number of students tested	24
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES: These scores represent the "Average Rank of SS--National Student Norms," corresponding with Column 2 of the "cut scores" chart provided by CAPE for 2016 (see <http://www2.ed.gov/programs/nclbbrs/2016/2016-norm-referenced-assessment.pdf>). St. Joan of Arc School's paper copy submission to CAPE will include "Average Rank of SS--National Student Norms," which are above the 85% threshold in all grades and subjects as required. St. Joan of Arc School does not alternatively test any students.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Iowa Test of Basic Skills</u>
Grade: <u>3</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>Riverside Publishing Company</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2014-2015
Testing month	Apr
SCHOOL SCORES	
Average Score	83
Number of students tested	33
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES: These scores represent the "Average Rank of SS--National Student Norms," corresponding with Column 2 of the "cut scores" chart provided by CAPE for 2016 (see <http://www2.ed.gov/programs/nclbbrs/2016/2016-norm-referenced-assessment.pdf>). St. Joan of Arc School's paper copy submission to CAPE will include "Average Rank of SS--National Student Norms," which are above the 85% threshold in all grades and subjects as required. St. Joan of Arc School does not alternatively test any students.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Iowa Test of Basic Skills</u>
Grade: <u>4</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>Riverside Publishing Company</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2014-2015
Testing month	Apr
SCHOOL SCORES	
Average Score	83
Number of students tested	33
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES: These scores represent the "Average Rank of SS--National Student Norms," corresponding with Column 2 of the "cut scores" chart provided by CAPE for 2016 (see <http://www2.ed.gov/programs/nclbbrs/2016/2016-norm-referenced-assessment.pdf>). St. Joan of Arc School's paper copy submission to CAPE will include "Average Rank of SS--National Student Norms," which are above the 85% threshold in all grades and subjects as required. St. Joan of Arc School does not alternatively test any students.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Iowa Test of Basic Skills</u>
Grade: <u>5</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>Riverside Publishing Company</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2014-2015
Testing month	Apr
SCHOOL SCORES	
Average Score	81
Number of students tested	16
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES: These scores represent the "Average Rank of SS--National Student Norms," corresponding with Column 2 of the "cut scores" chart provided by CAPE for 2016 (see <http://www2.ed.gov/programs/nclbbrs/2016/2016-norm-referenced-assessment.pdf>). St. Joan of Arc School's paper copy submission to CAPE will include "Average Rank of SS--National Student Norms," which are above the 85% threshold in all grades and subjects as required. St. Joan of Arc School does not alternatively test any students.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Iowa Test of Basic Skills</u>
Grade: <u>6</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>Riverside Publishing Company</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2014-2015
Testing month	Apr
SCHOOL SCORES	
Average Score	75
Number of students tested	14
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES: These scores represent the "Average Rank of SS--National Student Norms," corresponding with Column 2 of the "cut scores" chart provided by CAPE for 2016 (see <http://www2.ed.gov/programs/nclbbrs/2016/2016-norm-referenced-assessment.pdf>). St. Joan of Arc School's paper copy submission to CAPE will include "Average Rank of SS--National Student Norms," which are above the 85% threshold in all grades and subjects as required. St. Joan of Arc School does not alternatively test any students.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Iowa Test of Basic Skills</u>
Grade: <u>7</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>Riverside Publishing Company</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2014-2015
Testing month	Apr
SCHOOL SCORES	
Average Score	80
Number of students tested	23
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES: These scores represent the "Average Rank of SS--National Student Norms," corresponding with Column 2 of the "cut scores" chart provided by CAPE for 2016 (see <http://www2.ed.gov/programs/nclbbrs/2016/2016-norm-referenced-assessment.pdf>). St. Joan of Arc School's paper copy submission to CAPE will include "Average Rank of SS--National Student Norms," which are above the 85% threshold in all grades and subjects as required. St. Joan of Arc School does not alternatively test any students.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Iowa Test of Basic Skills</u>
Grade: <u>8</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>Riverside Publishing Company</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2014-2015
Testing month	Apr
SCHOOL SCORES	
Average Score	76
Number of students tested	24
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES: These scores represent the "Average Rank of SS--National Student Norms," corresponding with Column 2 of the "cut scores" chart provided by CAPE for 2016 (see <http://www2.ed.gov/programs/nclbbrs/2016/2016-norm-referenced-assessment.pdf>). St. Joan of Arc School's paper copy submission to CAPE will include "Average Rank of SS--National Student Norms," which are above the 85% threshold in all grades and subjects as required. St. Joan of Arc School does not alternatively test any students.