

U.S. Department of Education
2017 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. Karen Vogtner

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

Official School Name St. John the Evangelist Catholic School

(As it should appear in the official records)

School Mailing Address 240 Arnold Street

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

City Hapeville State GA Zip Code+4 (9 digits total) 30354-1530

County Fulton

Telephone (404) 767-4312 Fax (404) 924-4617

Web site/URL http://www.sjecs.org/ E-mail kvogtner@sjecs.net

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 Mr. Anthony Hylton
(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

1. 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. 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. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2017 in order to meet all eligibility requirements. 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 2011 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: 2012, 2013, 2014, 2015, or 2016.
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 has not been identified by the state as "persistently dangerous" within the last two years.
9. 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.
10. 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.
11. 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.
12. 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 (2016-2017) 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, 2016 enrolled at each grade level or its equivalent in applying school:

| Grade | # of Males | # of Females | Grade Total |
|-----------------------|------------|--------------|-------------|
| PreK | 13 | 7 | 20 |
| K | 14 | 14 | 28 |
| 1 | 11 | 19 | 30 |
| 2 | 9 | 20 | 29 |
| 3 | 9 | 22 | 31 |
| 4 | 7 | 22 | 29 |
| 5 | 29 | 27 | 56 |
| 6 | 19 | 14 | 33 |
| 7 | 11 | 22 | 33 |
| 8 | 15 | 15 | 30 |
| 9 | 0 | 0 | 0 |
| 10 | 0 | 0 | 0 |
| 11 | 0 | 0 | 0 |
| 12 or higher | 0 | 0 | 0 |
| Total Students | 137 | 182 | 319 |

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 24 % Asian
 - 41 % Black or African American
 - 12 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 13 % White
 - 10 % 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 2015 – 2016 school year: 0%

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

| Steps For Determining Mobility Rate | Answer |
|--|--------|
| (1) Number of students who transferred <i>to</i> the school after October 1, 2015 until the end of the 2015-2016 school year | 0 |
| (2) Number of students who transferred <i>from</i> the school after October 1, 2015 until the end of the 2015-2016 school year | 1 |
| (3) Total of all transferred students [sum of rows (1) and (2)] | 1 |
| (4) Total number of students in the school as of October 1, 2015 | 315 |
| (5) Total transferred students in row (3) divided by total students in row (4) | 0.003 |
| (6) Amount in row (5) multiplied by 100 | 0 |

6. Specify each non-English language represented in the school (separate languages by commas): Spanish, Creole, Vietnamese, Igbo, French, Tagalog

English Language Learners (ELL) in the school: 5 %
16 Total number ELL

7. Students eligible for free/reduced-priced meals: 25 %
 Total number students who qualify: 80

8. Students receiving special education services: 6 %
20 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.

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

9. Number of years the principal has been in her/his position at this school: 19
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 | 1 |
| Classroom teachers including those teaching high school specialty subjects | 13 |
| Resource teachers/specialists/coaches e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc. | 5 |
| Paraprofessionals under the supervision of a licensed professional supporting single, group, or classroom students. | 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 25:1
12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

| Required Information | 2015-2016 | 2014-2015 | 2013-2014 | 2012-2013 | 2011-2012 |
|-----------------------------|-----------|-----------|-----------|-----------|-----------|
| Daily student attendance | 98% | 98% | 97% | 98% | 97% |
| High school graduation rate | 0% | 0% | 0% | 0% | 0% |

13. **For high schools only, that is, schools ending in grade 12 or higher.**
Show percentages to indicate the post-secondary status of students who graduated in Spring 2016.

| 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 X No

If yes, select the year in which your school received the award. 2010

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

SJE strives to prepare students for everlasting life, provides opportunities to put faith into action, and ensures a thorough foundation for success into secondary study.

PART III – SUMMARY

St. John the Evangelist School (SJE) celebrates a rich legacy of over 60 years of excellence in Catholic education. Originally staffed by the Sisters of Mercy from Merion, Pennsylvania, the school opened its doors in 1954. Their charism of spirituality, community, service, and social justice embodies the school's spiritual heritage and foundation. The school motto, "Reverence, Respect, and Responsibility," reflects the school's core values and guides the daily interactions of students, faculty, and parents.

Located in Hapeville, Georgia, at the intersection of three main interstate highways near the Atlanta airport, SJE's unique location and excellent reputation attract students from ten counties and 21 parishes in the Atlanta Metro area. The cultural and socio-economic diversity of SJE mirrors the world. The 319 students, pre-kindergarten through eighth grade, represent twenty-one countries and speak ten different languages in the home. Student demographic statistics reflect a ratio of 24% Asian, 41% African-American, 13% White, 12% Hispanic and 10% two or more races. The school nurtures a majority of Catholic students (75%) and welcomes non-Catholic students. Twenty-five percent of the student body qualifies for free or reduced meals. Parent involvement is extraordinary, as families log over 10,000 hours of service to the school each year. The community surrounding SJE is vibrant. The mayor attends school functions, and neighboring businesses such as the Academy Theater and Porsche share time and resources with the school.

The contributions of SJE graduates evidence academic excellence, leadership, faith, and service. High school principals describe SJE students as influential leaders in their communities who are academically prepared, service-oriented and courageous in their faith. In the past five years, SJE alumni earned recognition as National Honor Society and Student Council members, valedictorians, salutatorians, Christian leader awardees, retreat leaders, and Governor's Honors awardees at archdiocesan Catholic high schools, independent private schools, and public schools.

Enduring traditions promote a positive school climate and an active faith community. The school community begins and ends each day with prayer and attends Mass every Friday. The cultural diversity celebrated during Masses includes native dress, language, and traditions. A schoolwide Night of Giving where families gather and make sandwiches for the homeless, assemble care kits for the cancer home, and provide bookmarks and children's books for a children's shelter demonstrates the school's mission in action. Alumni frequently return to SJE to participate in seasonal traditions such as the Night of Giving, the Christmas musical, and Living Stations of the Cross. Eighth grade students, commissioned as leaders of the school, serve their fellow students as safety patrols, school ambassadors and 8th grade buddies to kindergarten students. All Pro Dads meet with their children for a monthly breakfast fostering meaningful involvement of fathers with their children, strengthening both relationships and school performance.

One third of SJE students attend the vibrant Extended School Program which is structured to develop students' talents and interests. The after school program offers a variety of enriching activities including drama, dance, band, math enrichment, Planeteers, Science Olympiad, soccer, piano, chess, chorus, and cooking class. Middle school students participate in team athletics such as basketball, volleyball, track, and soccer.

Teachers serve the school with dedication and expertise. Sixty-five percent hold advanced degrees, including one doctoral in math education (a 2014 recipient of the Presidential Award for Excellence in Math and Science Teaching) and one doctoral in medicine. Two teachers are presently enrolled in master's degree programs. Over the past three years, 36% of the faculty conducted presentations at local, state, and national conventions including the National Catholic Educators Association, i-Summit, National Conference of Foreign Language Teachers, Notre Dame ACE Superintendents Academy, National Council of Teachers of Mathematics, and Sisters of St. Joseph Conference. The faculty and staff members display a cultural mix with representation from Guam, Australia, Cuba, Nigeria, Philippines, Mexico, and Peru.

SJE, a recipient of the Blue Ribbon Award in 1994 and 2010, proudly displays the blue ribbon seal in the foyer of the school. Since earning this prestigious award in 2010, SJE added a pre-kindergarten class, increased enrollment by 10%, and strengthened the support and financial commitment of all stakeholders.

The school received a grant from NetText which included a one-to-one iPad program for grades 6-8 and allowed teachers to write apps in collaboration with six archdiocesan schools. The Captain Planet Grant provided an on-site learning garden and cooking cart. SJE received community support and grants for a substantial campus expansion, including an Enrichment Center and Fine Arts Building, which opened in August 2016. Teachers presented best educational practices at various local, state and national conventions, and faculty members from other schools visited SJE to observe innovative programs involving technology and STEM (Science, Technology, Engineering, and Mathematics) initiatives. SJE embraces the responsibility that comes with the Blue Ribbon Award and commits to the pursuit of excellence and innovation inherent to continuous improvement.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

SJE follows the curriculum of the Archdiocese of Atlanta. The standards and benchmarks are sequential, rigorous, and infused with the Catholic faith. Curriculum pacing, lesson plan objectives, instruction, and assessments are monitored to ensure curriculum implementation is reflective of best practice. An overview of the core subjects taught in all grades follows.

The Catholic religion is taught daily to all students in a structured class and interwoven into all subject areas. In every aspect of school life, a personal relationship with Jesus is encouraged through prayer, scripture study, catechetical instruction, relevant service and an emphasis on social justice. Students in 5th and 8th grade take the Assessment of Children/Youth Religious Education® annually. Students consistently score in the Proficient or Advanced ranges, demonstrating strong knowledge of creed, liturgy, sacraments, morality, church history and prayer.

Morning assembly begins with prayer, an essential component throughout the school day. Students serve as lectors, choir members, and altar servers during Mass. They deepen their faith and build community as they lead worship services like See You at the Pole, the Seven Sorrows of Mary, and the Living Rosary.

A balanced literacy approach is the foundation of the reading/language arts curriculum. It serves as a basis for learning in all subject areas as students apply these skills in context. Teachers in the primary grades utilize an Orton-Gillingham approach providing explicit phonics and spelling instruction. Teachers address the range of developmental stages in their classrooms through small group instruction emphasizing phonemic awareness, fluency, comprehension, and vocabulary. Students maintain online accounts in Raz-Kids®, Pearson SuccessNet®, Star®, and Accelerated Reader®, to remediate and enrich learning. Students receive instruction in selecting "good fit" books to practice comprehension strategies in the context of quality self-selected literature. A variety of novels, literary genres, and texts is utilized to teach specific reading comprehension skills. Writing is a focus for all grade levels, beginning with words in pre-kindergarten and progressing to interdisciplinary essays and research reports in middle school. Handwriting is taught systematically across grade levels through 5th grade.

The focus of the mathematics curriculum encompasses conceptual understanding, drawing connections between algorithms and ideas, and building a foundation for algebra. Using multiple representations of a number, including manipulatives, number lines, and diagrams strengthen the students' ability to understand mathematics as more than a collection of rules. Problem-solving and explaining reasoning verbally and in writing is emphasized. The integrated, sequential curriculum is horizontally and vertically aligned to the content standards and concludes with Algebra Readiness and Algebra I for eighth grade students. Technology integration using IXL®, Math XL®, SuccessNet®, iLearn®, and a variety of other mathematics sites remediate or enrich where appropriate. Instructional practices support the Process Standards of Communicating Mathematically, Problem Solving, Technology, and Connections.

The social studies curriculum includes history, geography, economics, Georgia history, current events, knowledge of world cultures, and Catholic social teachings. Students learn to be knowledgeable and productive contributors to society. Teachers utilize a variety of resources incorporating a text, Scholastic News®, Time for Kids®, virtual field trips, and creative projects to connect curriculum standards and real-life events, past and present. When an SJE teacher became a United States citizen, students gained a deeper understanding of the path to citizenship. Eighty-five SJE fourth- and fifth- grade students witnessed and participated in the naturalization ceremony where their teacher and 73 other immigrants made the oath of allegiance to the United States, becoming US citizens. SJE students led the Pledge of Allegiance, dressed in native dress, and spoke to the group about the ethnic backgrounds of their families.

Next Generation Science Standards provide the foundation for the science curriculum, with an emphasis on the integration of STEM principles into science instruction. The standards, including life science, physical science, earth and space science strands, are presented using the inquiry process, emphasizing problem-

solving through hands-on learning, labs, and projects. Interactive science notebooks, Engineering is Elementary®, kits, and the newly adopted TCI© textbook series provide resources to aid students in making real world connections. Teachers collaborate with the math/science coordinator to plan and execute relevant hands-on learning opportunities in the fully equipped science lab. A Captain Planet Learning Garden added in 2016 extends the traditional classroom and enhances the multidisciplinary opportunities available through gardening.

The pre-kindergarten program offers a balance of academic, social and school behaviors. With attention to the developmental stages of four-year-old children, the curriculum aligns with the primary Archdiocesan curriculum standards. Students participate in all facets of school life, including visits to the science and technology labs. Students matriculating from the pre-kindergarten program experience a smoother transition into kindergarten. Students establish well-defined school behaviors, and teachers implement early intervention strategies when needed. Immersion in a language rich environment is especially beneficial to students coming from homes where English is not the primary language spoken.

2. Other Curriculum Areas:

Weekly special area classes support and reinforce the core curriculum areas for every student at St. John School. Special area teachers collaborate with classroom teachers to incorporate cross-curricular projects through the use of an interdisciplinary planning chart located in the school media center and updated monthly.

In the visual arts program, students create and refine artistic work using a variety of medium. Students utilize journals throughout the creative process to reflect, evaluate and find meaning in artwork. Projects demonstrate an emphasis on art history, faith, and cultural connections. Students constructed miniature "Mercy Doors" to depict the class service projects centered on the corporal works of mercy. Annually, middle school students conduct a formal evening art exhibit at the four-star Renaissance Concourse Atlanta Airport Hotel. Students discuss their displays with guests to convey the inspiration behind their artwork and the elements of art and design incorporated such as color, shape, texture, space, form, and balance. Students from all grade levels participate in an annual Archdiocesan Art Show each spring.

Through weekly music classes, students are exposed to various composers and receive instruction in different genres of music including liturgical music. Students learn to read, compose and perform musical compositions using recorders, Orff instruments, and through Praise Band. Vocal and instrumental performances enhance school liturgies, cultural enrichment programs, school assemblies, chorus productions and the Christmas musical. Students perform at Spellman College, and they often receive awards at various musical competitions for independent schools.

Physical education classes stress the importance of building lifelong skills for health and wellness emphasizing nutrition, health, and physical fitness. The program addresses cardiovascular endurance, flexibility, locomotor movement and muscular strength through developmentally appropriate games, team sports, and collaborative activities that foster good sportsmanship and teamwork. Students participate in the Presidential Physical Fitness Program and integrate technology using the Daily Fit Log. With this app, students record their physical activity, enter health data, track fitness testing scores, set goals and create personal fitness plans.

All students receive weekly Spanish instruction. St. John School is in compliance with the program's foreign language requirements. The program emphasizes communication skills: listening, speaking, writing and cultural awareness. Thematic lessons build age-appropriate vocabulary and connections to other subject areas. Upper grades develop skills in foundational grammar and mechanics. The teacher incorporates into lessons the use of videos, group projects, games, frequent assessments, and technology including Kahoot and Duolingo. Students study the cultural aspects of Spanish speaking countries and integrate prayers and religious customs into worship celebrations such as the Feast of Our Lady of Guadalupe, Dia de los Muertos, and a traditional Call to Worship procession with students dressed in native attire.

Students receive weekly instruction in technology and media skills. The media specialist assists students in

selecting quality literature matching appropriate reading levels and teaches research skills within core subject areas using a variety of digital and printed resources. In collaboration with classroom teachers, reading, writing and language arts standards are reinforced through historical fiction and biography projects. The media specialist coordinates participation in Accelerated Reader®, Star Reading®, and the Archdiocesan Battle of the Books competition.

Technology is an essential component in preparing students for a global and digital society. All students receive direct instruction in technology including responsible digital citizenship, keyboarding, Microsoft Office® software, engineering concepts, and coding. Middle school students receive additional instruction in CAD design, 3D printing, and app creation. The one to one iPad program in middle school supports continuous learning opportunities. Grades 2-8 utilize Google Apps for Education and Google Classroom to collaborate and create group projects and multimedia presentations.

Smart Boards, projectors, digital visualizers and iPad carts equip teachers with technology resources. Mobile Chromebooks and PC laptop carts available for classroom use further reinforce technology integration. Use of blended learning software such as iLearn Math®, Math XL®, RAZ Kids®, and Accelerated Reader® personalize learning. Formative assessment tools like Kahoot, Padlet, and Google Forms provide immediate feedback to teachers and students. LEGO Robotics® and Makey-Makey® circuit kits promote creativity and STEM integration. Teachers use portfolio apps in primary grades to help students capture what they learn and document student progress.

3. Instructional Methods, Interventions, and Assessments:

SJE teachers embrace the diverse learners in their classrooms and uphold the conviction that all students can perform at high levels given appropriate support and guidance. Effective use of student data to inform instruction is essential to student success; therefore, it is an ongoing schoolwide goal. Each teacher maintains a data binder containing classroom data from a variety of sources including Iowa Assessments®, Cognitive Test of Abilities®, Star Reading®, ACRE® and curriculum benchmark testing. Individual student data profiles include these scores along with report card grades, attendance data, behavior referrals, afterschool activities, remedial tutoring, enrichment, and other factors which impact student achievement, providing the teacher a comprehensive view of each learner. Strengths and challenges emerge from ongoing analyses of data, forming the basis of instructional decisions. For example, teachers use the "Results Meeting Protocol" during Professional Learning Community meetings to identify challenges, reflect on solutions, and determine an action plan to address areas of concern. PLC members share best practices and artifacts of student progress and coordinate team teaching opportunities.

during social studies, analyze data from science experiments, and use critical thinking to interpret nuances in literature. Journals, technology presentations, hands-on labs and activities, projects, dialogue, and written tests provide both summative and formative assessment of student learning.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

SJE nurtures a positive, inclusive, and Christ-centered environment through daily prayer, weekly Mass, and service projects that involve all students and their families. A shared mission with Christ at its center provides motivation for everyone in the community to live the school motto of Reverence, Respect, and Responsibility.

Student engagement and motivation are evident in all areas of school life as students display confidence in taking risks and sharing their gifts. Students play an active part in building a positive culture. They nurture a bully-free environment by implementing the No Place for Hate Program. Patrols receive recognition for displaying character traits reflecting the fruits of the spirit: love, joy, peace, forbearance, kindness, goodness, faithfulness, gentleness, and self-control. Students engage in cultural celebrations that foster an inclusive community representing the Body of Christ.

Student Council, National Junior Honor Society, safety patrols, spiritual retreat leaders, and school ambassadors offer avenues to engage students in leadership. Student voice is valued and solicited through student forums and surveys. Students use their talents to create artwork, perform in talent shows and plays, serve as lectors and choir members at Mass, and participate in a variety of academic and athletic competitions.

Teachers play a vital role in the success of the school as they encourage a growth mindset and communicate a belief in each child that fosters success. As professional educators, they assume leadership positions that promote efficacy and a voice in the decision-making process. Faculty Council, consisting of representatives from each level, takes an active role in promoting a positive school climate and morale. Council members design and plan meaningful professional development in alignment with accreditation and continuous school improvement goals. In collaboration with the Catholic Identity Team, they evaluate school programs and decisions to ensure alignment with the school's vision and mission. Teachers pursue their interests and leadership gifts through programs like the one-to-one iPad project, the Cofield Community STEM project, and the Refugee Immersion Camp. These gratifying endeavors not only build leadership capacity among the faculty but enrich the entire school community.

Parents support community projects by participating in the schoolwide recycling program, the Empty Bowl Project, and other educational and service projects within the community. They offer countless hours of service to the school and parish each year. Communicating an appreciation for the faculty, parents provide monthly breakfasts, organize teacher luncheons, and offer a variety of seasonal surprises throughout the year.

2. Engaging Families and Community:

Communication plays a vital role in keeping all stakeholders aware of and involved in student achievement and continuous school improvement. The school's newsletters, website, social media posts, and School Messenger phone calls inform stakeholders of school events and student achievement. Quarterly report cards, mid-term progress reports, online grade posting, and communication of Iowa Assessment® scores, engage parents as valued and informed partners. Student-led conferences and stakeholder meetings include parents in two-way communication centered on student achievement and school improvement. SJE communicates student and teacher accomplishments to the community through annual reports, local newspaper articles, social media, an electronic message board, church bulletins and awards ceremonies.

An active Home and School Organization hosts various events throughout the year aligned with the school's efforts. Annual Parent Nights feature national authors like Dr. Avril Beckford and Love and Logic® experts who educate parents on academic and social success. The annual Race for Education and SJE Jubilee raise funds in direct support of school improvement initiatives. The group shares in the school's mission of service organizing the Night of Giving centered on the corporal works of mercy in

support of local parish and community pantries, homeless shelters, the St. Vincent DePaul store, and the Crisis Pregnancy Center.

A dynamic Advisory Council holds a leadership retreat meeting in October for members of the Council, advisory committees, Home and School board, and faculty/staff leadership teams to identify and communicate three focus goals for each committee. An annual Stakeholder's Meeting hosted by the Advisory Council assimilates input from parents and the community concerning strategic planning initiatives. Attendees also receive a progress report on the long-range strategic plan, a financial report on the current budget, and the tuition amount established for the following school year.

Community partnerships broaden the scope of educational programs and afford students the opportunity to transfer learning to real-world applications. Community programs include the STEM summer camp sponsored by the University of Notre Dame, the Captain Planet Garden-Based Learning Program, and the project-based Cofield STEM Initiative. In collaboration with Hapeville Clean and Beautiful and Georgia Adopt-a-Stream, students answer Pope Francis' call to environmental stewardship. They observe ecosystems, conduct water testing, and clean the stream and surrounding watershed to improve water quality and provide a better environment for animal and plant life.

3. Professional Development:

SJE teachers and administrators embrace a philosophy of life-long learning and take advantage of various continuing education opportunities focused on student achievement, individual teacher professional growth plans, and school improvement goals. When forming the school's professional development plan, the principal uses a collaborative approach seeking input from Faculty Council, instructional coaches, and the administrative team and utilizing needs assessment survey data. Each teacher develops an annual professional growth plan based on Charlotte Danielson's Framework for Teaching using classroom data, teacher observation feedback, teacher reflection, and school improvement goals.

The administration believes that professional development is essential for continuous improvement. The principal appropriates generous funding in the budget for faculty and staff professional development with additional financial support available through Title I, Title IIA, and The Goizueta Foundation Faculty and Staff Professional Development Endowment.

The administration designates ten in-service days for targeted professional development. Recently, a Kagan consultant conducted two full days of onsite training in Kagan Structures for Active Engagement. Additional in-service days focus on school improvement goals including data analysis, catechetical formation, differentiated instruction, and technology integration such as maximizing the use of Google Classroom and online classroom formative assessment tools.

Faculty members pursue coursework leading to advanced degrees, attend national conferences in teams, and serve on various archdiocesan and accreditation committees. These experiences provide a national perspective of best practices and instructional pedagogy which is intentionally infused at faculty meetings and in daily instruction.

Teachers join PLCs based upon shared professional growth goals including strategies for classroom management, active engagement of all students, implementation of STEM labs, and improvement in math computation and problem solving. Ongoing and job-embedded co-teaching offers teachers opportunities to practice and receive immediate feedback implementing new instructional practices. For example, the third grade teacher and the math/science coordinator co-teach lessons helping students generate multiple solutions to problems, verbalize "math thinking" and utilize visual pictures to enhance learning. Veteran teachers implementing a new Science curriculum based on the Next Generation Science Standards collaborate with the math/science coordinator to incorporate STEM labs focused on cross-cutting concepts leading to better understanding of core ideas.

To sustain a focus on school improvement goals, a local expert in the field of learning differences presented, "Proven Strategies for Meeting the Needs of Diverse Learners," and the County Director of

Assessment and Accountability presented, “Data-Driven Decision Making.” Thoughtful professional development strengthens faculty confidence and skills while directly impacting student achievement.

4. School Leadership:

The principal is the spiritual and academic leader of the school. Under the authority of the pastor of St. John the Evangelist Church, the principal follows all policies of the Archdiocese of Atlanta. She collaborates with the pastor, school Advisory Council, and administrative teams to ensure alignment to the school’s mission and to maintain a focus on student achievement, school viability, and the spiritual formation of the school community. She establishes the culture of Reverence, Respect, and Responsibility and embodies servant leadership. Students and teachers are encouraged to be their best selves, as the principal recognizes their God-given gifts and provides the time, resources, and support necessary for the fulfillment of their personal potential and contributions to the mission.

The principal encourages a collaborative and distributed leadership. The administrative team, consisting of the school counselor and curriculum coordinators, assists the principal in monitoring student progress, academic goals, curriculum alignment, instructional practices, and the effectiveness of instructional programs and interventions. Teachers serve on leadership teams involving data, technology integration, Catholic identity, and student success. These teams foster a shared responsibility for school improvement and empower teachers to make decisions that impact teaching and learning. The administrative team meets weekly with the directors of admission, development, facilities, and the after school program along with the business and office managers to coordinate school events, parent and community communications, marketing and recruitment efforts, and teacher/staff needs.

A focus on a shared mission unifies all decisions made at the school. The principal promotes a visionary mindset and challenges all stakeholders to “dream big” in strategic planning. Parents and community representatives serve on the Advisory Council and school improvement committees sharing expertise in areas of mission effectiveness, finance, marketing and public relations, technology, and facilities. They assist in developing and monitoring a long-range strategic plan focused on effective school viability factors that contribute to school improvement and student achievement. The voice of all stakeholders is valued and considered in strategic planning. To ensure the participation of stakeholders with English as a second language, the principal offers language tracks for stakeholder input sessions.

The principal is visible in the community attending city council meetings, speaking at feeder parishes, cultivating the support of major donors, and seeking grant funds to support 21st century learning. These relationships foster a united community in support of the mission of the school.

PART VI – STRATEGIES FOR ACADEMIC SUCCESS

Many factors contribute to the academic success of SJE students; however, the most important one is the cultivation of a community of faith focused on a shared mission and core values. The Catholic identity of the school, a recognizable strength, nurtures a sense of community, responsibility, and commitment to the success of each child made in the image and likeness of God.

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? \$9292
(School budget divided by enrollment)

4. What is the average financial aid per student? \$3704

5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 19%

6. What percentage of the student body receives scholarship assistance, including tuition reduction? 43%

PART VIII – ASSESSMENT RESULTS FOR NORM-REFERENCED TESTS

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: Iowa Assessment
Form E

Grade: 3

Edition/Publication Year: 2011

Publisher: Riverside
Publishing

Scores are reported here
as: Scaled scores

| | |
|--|-----------|
| School Year | 2015-2016 |
| Testing month | Mar |
| SCHOOL SCORES | |
| Average Score | 204.3 |
| Number of students tested | 28 |
| Percent of total students tested | 100 |
| Number of students alternatively assessed | 0 |
| Percent of students alternatively assessed | 0 |
| SUBGROUP SCORES | |
| 1. Free and Reduced Meals | |
| Average Score | 205.3 |
| Number of students tested | 12 |
| 2. Other 2 | |
| Average Score | |
| Number of students tested | |
| 3. Other 3 | |
| Average Score | |
| Number of students tested | |

NOTES: For the 2016 Iowa Assessment, all students were assessed. In St. John the Evangelist School's current population, 25% of students are eligible for free or reduced meals. 12 students in 3rd grade qualify for free or reduced meals; therefore, subgroup scores are presented. Additional subgroups represent fewer than 10 students in this grade.

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: Iowa Assessment
Form E

Grade: 4

Edition/Publication Year: 2011

Publisher: Riverside
Publishing

Scores are reported here
as: Scaled scores

| | |
|--|-----------|
| School Year | 2015-2016 |
| Testing month | Mar |
| SCHOOL SCORES | |
| Average Score | 220.7 |
| Number of students tested | 53 |
| Percent of total students tested | 100 |
| Number of students alternatively assessed | 0 |
| Percent of students alternatively assessed | 0 |
| SUBGROUP SCORES | |
| 1. Free/Reduced Meals | |
| Average Score | 227.7 |
| Number of students tested | 18 |
| 2. African American | |
| Average Score | 218.6 |
| Number of students tested | 20 |
| 3. Asian | |
| Average Score | 222.2 |
| Number of students tested | 13 |

NOTES: For the 2016 Iowa Assessment, all students were assessed. In St. John the Evangelist School's current population, 25% of students are eligible for free or reduced meals, 41% of students are African American, 24% are Asian, and 12% are Hispanic. 18 students in 4th grade qualify for free or reduced meals, 20 students are African American and 13 students are Asian; therefore, subgroup scores are presented for these populations. Additional subgroups represent fewer than 10 students in this grade.

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: Iowa Assessment
Form E

Grade: 5

Edition/Publication Year: 2011

Publisher: Riverside
Publishing

Scores are reported here
as: Scaled scores

| | |
|--|-----------|
| School Year | 2015-2016 |
| Testing month | Mar |
| SCHOOL SCORES | |
| Average Score | 236.1 |
| Number of students tested | 32 |
| Percent of total students tested | 100 |
| Number of students alternatively assessed | 0 |
| Percent of students alternatively assessed | 0 |
| SUBGROUP SCORES | |
| 1. African American | |
| Average Score | 229.1 |
| Number of students tested | 15 |
| 2. Other 2 | |
| Average Score | |
| Number of students tested | |
| 3. Other 3 | |
| Average Score | |
| Number of students tested | |

NOTES: For the 2016 Iowa Assessment, all students were assessed. In St. John the Evangelist School's current population, 41% of students are African American. There are 15 African American students in 5th grade; therefore, subgroup scores are presented for this population. Additional subgroups represent fewer than 10 students in this grade.

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: Iowa Assessment
Form E

Grade: 6

Edition/Publication Year: 2011

Publisher: Riverside
Publishing

Scores are reported here
as: Scaled scores

| | |
|--|-----------|
| School Year | 2015-2016 |
| Testing month | Mar |
| SCHOOL SCORES | |
| Average Score | 247.9 |
| Number of students tested | 33 |
| Percent of total students tested | 100 |
| Number of students alternatively assessed | 0 |
| Percent of students alternatively assessed | 0 |
| SUBGROUP SCORES | |
| 1. Free/Reduced Meals | |
| Average Score | 251.3 |
| Number of students tested | 13 |
| 2. African American | |
| Average Score | 240.2 |
| Number of students tested | 13 |
| 3. Other 3 | |
| Average Score | |
| Number of students tested | |

NOTES: For the 2016 Iowa Assessment, all students were assessed. In St. John the Evangelist School's current population, 25% of students are eligible for free or reduced meals and 41% of students are African American. 13 students in 6th grade qualify for free or reduced meals, and there are 13 African American students; therefore, subgroup scores are presented for these populations. Additional subgroups represent fewer than 10 students in this grade.

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: Iowa Assessment
Form E

Grade: 7

Edition/Publication Year: 2011

Publisher: Riverside
Publishing

Scores are reported here
as: Scaled scores

| | |
|--|-----------|
| School Year | 2015-2016 |
| Testing month | Mar |
| SCHOOL SCORES | |
| Average Score | 263.2 |
| Number of students tested | 31 |
| Percent of total students tested | 100 |
| Number of students alternatively assessed | 0 |
| Percent of students alternatively assessed | 0 |
| SUBGROUP SCORES | |
| 1. Free/Reduced Meals | |
| Average Score | 266.8 |
| Number of students tested | 10 |
| 2. African American | |
| Average Score | 258.7 |
| Number of students tested | 19 |
| 3. Other 3 | |
| Average Score | |
| Number of students tested | |

NOTES: For the 2016 Iowa Assessment, all students were assessed. In St. John the Evangelist School's current population, 25% of students are eligible for free or reduced meals and 41% of students are African American. 10 students in 7th grade qualify for free or reduced meals, and there are 19 African American students; therefore, subgroup scores are presented for these populations. Additional subgroups represent fewer than 10 students in this grade.

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: Iowa Assessment
Form E

Grade: 8

Edition/Publication Year: 2011

Publisher: Riverside
Publishing

Scores are reported here
as: Scaled scores

| | |
|--|-----------|
| School Year | 2015-2016 |
| Testing month | Mar |
| SCHOOL SCORES | |
| Average Score | 286.3 |
| Number of students tested | 31 |
| Percent of total students tested | 100 |
| Number of students alternatively assessed | 0 |
| Percent of students alternatively assessed | 0 |
| SUBGROUP SCORES | |
| 1. Free/Reduced Lunch | |
| Average Score | 289 |
| Number of students tested | 10 |
| 2. African American | |
| Average Score | 290.2 |
| Number of students tested | 15 |
| 3. Other 3 | |
| Average Score | |
| Number of students tested | |

NOTES: For the 2016 Iowa Assessment, all students were assessed. In St. John the Evangelist School's current population, 25% of students are eligible for free or reduced meals and 41% of students are African American. 10 students in 8th grade qualify for free or reduced meals, and there are 15 African American students; therefore, subgroup scores are presented for these populations. Additional subgroups represent fewer than 10 students in this grade.

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA

Test: Iowa Assessment
Form E

Grade: 3

Edition/Publication Year: 2011

Publisher: Riverside
Publishing

Scores are reported here
as: Scaled scores

| | |
|--|-----------|
| School Year | 2015-2016 |
| Testing month | Mar |
| SCHOOL SCORES | |
| Average Score | 211.6 |
| Number of students tested | 28 |
| Percent of total students tested | 100 |
| Number of students alternatively assessed | 0 |
| Percent of students alternatively assessed | 0 |
| SUBGROUP SCORES | |
| 1. Free/Reduced Meals | |
| Average Score | 207.1 |
| Number of students tested | 12 |
| 2. Other 2 | |
| Average Score | |
| Number of students tested | |
| 3. Other 3 | |
| Average Score | |
| Number of students tested | |

NOTES: For the 2016 Iowa Assessment, all students were assessed. In St. John the Evangelist School's current population, 25% of students are eligible for free or reduced meals. 12 students in 3rd grade qualify for free or reduced meals; therefore, subgroup scores are presented. Additional subgroups represent fewer than 10 students in this grade.

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA

Test: Iowa Assessment
Form E

Grade: 4

Edition/Publication Year: 2011

Publisher: Riverside
Publishing

Scores are reported here
as: Scaled scores

| | |
|--|-----------|
| School Year | 2015-2016 |
| Testing month | Mar |
| SCHOOL SCORES | |
| Average Score | 227 |
| Number of students tested | 53 |
| Percent of total students tested | 100 |
| Number of students alternatively assessed | 0 |
| Percent of students alternatively assessed | 0 |
| SUBGROUP SCORES | |
| 1. Free/Reduced Meals | |
| Average Score | 228.6 |
| Number of students tested | 18 |
| 2. African American | |
| Average Score | 226.4 |
| Number of students tested | 20 |
| 3. Asian | |
| Average Score | 228.6 |
| Number of students tested | 13 |

NOTES: For the 2016 Iowa Assessment, all students were assessed. In St. John the Evangelist School's current population, 25% of students are eligible for free or reduced meals, 41% of students are African American, 24% are Asian, and 12% are Hispanic. 18 students in 4th grade qualify for free or reduced meals, 20 students are African American and 13 students are Asian; therefore, subgroup scores are presented for these populations. Additional subgroups represent fewer than 10 students in this grade.

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA

Test: Iowa Assessment
Form E

Grade: 5

Edition/Publication Year: 2011

Publisher: Riverside
Publishing

Scores are reported here
as: Scaled scores

| | |
|--|-----------|
| School Year | 2015-2016 |
| Testing month | Mar |
| SCHOOL SCORES | |
| Average Score | 230.3 |
| Number of students tested | 32 |
| Percent of total students tested | 100 |
| Number of students alternatively assessed | 0 |
| Percent of students alternatively assessed | 0 |
| SUBGROUP SCORES | |
| 1. African American | |
| Average Score | 229.7 |
| Number of students tested | 15 |
| 2. Other 2 | |
| Average Score | |
| Number of students tested | |
| 3. Other 3 | |
| Average Score | |
| Number of students tested | |

NOTES: For the 2016 Iowa Assessment, all students were assessed. In St. John the Evangelist School's current population, 41% of students are African American. There are 15 African American students in 5th grade; therefore, subgroup scores are presented for this population. Additional subgroups represent fewer than 10 students in this grade.

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA

Test: Iowa Assessment
Form E

Grade: 6

Edition/Publication Year: 2011

Publisher: Riverside
Publishing

**Scores are reported here
as:** Scaled scores

| | |
|--|-----------|
| School Year | 2015-2016 |
| Testing month | Mar |
| SCHOOL SCORES | |
| Average Score | 247.9 |
| Number of students tested | 33 |
| Percent of total students tested | 100 |
| Number of students alternatively assessed | 0 |
| Percent of students alternatively assessed | 0 |
| SUBGROUP SCORES | |
| 1. Free/Reduced Meals | |
| Average Score | 247.9 |
| Number of students tested | 13 |
| 2. African American | |
| Average Score | 242.1 |
| Number of students tested | 13 |
| 3. Other 3 | |
| Average Score | |
| Number of students tested | |

NOTES: For the 2016 Iowa Assessment, all students were assessed. In St. John the Evangelist School's current population, 25% of students are eligible for free or reduced meals and 41% of students are African American. 13 students in 6th grade qualify for free or reduced meals, and there are 13 African American students; therefore, subgroup scores are presented for these populations. Additional subgroups represent fewer than 10 students in this grade.

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA

Test: Iowa Assessment
Form E

Grade: 7

Edition/Publication Year: 2011

Publisher: Riverside
Publishing

Scores are reported here
as: Scaled scores

| | |
|--|-----------|
| School Year | 2015-2016 |
| Testing month | Mar |
| SCHOOL SCORES | |
| Average Score | 270.7 |
| Number of students tested | 31 |
| Percent of total students tested | 100 |
| Number of students alternatively assessed | 0 |
| Percent of students alternatively assessed | 0 |
| SUBGROUP SCORES | |
| 1. Free/Reduced Meals | |
| Average Score | 271.2 |
| Number of students tested | 10 |
| 2. African American | |
| Average Score | 271.3 |
| Number of students tested | 19 |
| 3. Other 3 | |
| Average Score | |
| Number of students tested | |

NOTES: For the 2016 Iowa Assessment, all students were assessed. In St. John the Evangelist School's current population, 25% of students are eligible for free or reduced meals and 41% of students are African American. 10 students in 7th grade qualify for free or reduced meals, and there are 19 African American students; therefore, subgroup scores are presented for these populations. Additional subgroups represent fewer than 10 students in this grade.

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA

Test: Iowa Assessment
Form E

Grade: 8

Edition/Publication Year: 2011

Publisher: Riverside
Publishing

Scores are reported here
as: Scaled scores

| | |
|--|-----------|
| School Year | 2015-2016 |
| Testing month | Mar |
| SCHOOL SCORES | |
| Average Score | 288.3 |
| Number of students tested | 31 |
| Percent of total students tested | 100 |
| Number of students alternatively assessed | 0 |
| Percent of students alternatively assessed | 0 |
| SUBGROUP SCORES | |
| 1. Free/Reduced Meals | |
| Average Score | 286.8 |
| Number of students tested | 10 |
| 2. African American | |
| Average Score | 293.3 |
| Number of students tested | 15 |
| 3. Other 3 | |
| Average Score | |
| Number of students tested | |

NOTES: For the 2016 Iowa Assessment, all students were assessed. In St. John the Evangelist School's current population, 25% of students are eligible for free or reduced meals and 41% of students are African American. 10 students in 8th grade qualify for free or reduced meals, and there are 15 African American students; therefore, subgroup scores are presented for these populations. Additional subgroups represent fewer than 10 students in this grade.