

**U.S. Department of Education**  
**2017 National Blue Ribbon Schools Program**

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[ ] Public or [X] Non-public

For Public Schools only: (Check all that apply) [ ] Title I      [ ] Charter      [ ] Magnet      [ ] Choice

Name of Principal Mrs. Cathy Ann Stover

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

Official School Name St. Joseph School

(As it should appear in the official records)

School Mailing Address 2474 Lorraine Avenue

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

City Crescent Springs      State KY      Zip Code+4 (9 digits total) 41017-1493

County Kenton

Telephone (859) 578-2742      Fax (859) 578-2754

Web site/URL http://www.sjscrescent.com      E-mail stovercac@gmail.com

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\*Mr. Michael Clines      E-mail mclines@covdio.org  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Diocese of Covington      Tel. (859) 392-1500

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. Jill Cahill  
(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

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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

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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	24	25	49
K	19	19	38
1	22	15	37
2	16	16	32
3	14	17	31
4	14	16	30
5	10	8	18
6	13	19	32
7	22	18	40
8	11	16	27
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
<b>Total Students</b>	165	169	334

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 2 % Asian
  - 0 % Black or African American
  - 0 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 95 % White
  - 3 % 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: 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, 2015 until the end of the 2015-2016 school year	2
(2) Number of students who transferred <i>from</i> the school after October 1, 2015 until the end of the 2015-2016 school year	3
(3) Total of all transferred students [sum of rows (1) and (2)]	5
(4) Total number of students in the school as of October 1, 2015	333
(5) Total transferred students in row (3) divided by total students in row (4)	0.015
(6) Amount in row (5) multiplied by 100	2

6. Specify each non-English language represented in the school (separate languages by commas):

English Language Learners (ELL) in the school: 0 %  
0 Total number ELL

7. Students eligible for free/reduced-priced meals: 6 %

Total number students who qualify: 18

8. Students receiving special education services: 7 %  
24 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>15</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>9</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>11</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: 8
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	<b>Number of Staff</b>
Administrators	1
Classroom teachers including those teaching high school specialty subjects	17
Resource teachers/specialists/coaches e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	6
Paraprofessionals under the supervision of a licensed professional supporting single, group, or classroom students.	2
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	0

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 17:1
12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

<b>Required Information</b>	2015-2016	2014-2015	2013-2014	2012-2013	2011-2012
Daily student attendance	98%	94%	97%	93%	98%
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.

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

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.  
Yes X No

If yes, select the year in which your school received the award. 2006

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

St. Joseph School is committed to developing life-long learners as we pursue the moral, spiritual, academic, and physical development of the whole child.

## PART III – SUMMARY

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St. Joseph School is a mission-based, Catholic elementary school for boys and girls from Preschool through Grade 8. Faith and character formation based on Catholic values are part of the culture of the school and an important part of the curriculum. The students are mostly drawn from the suburban cities of Villa Hills and Crescent Springs, Kentucky. The school was begun 100 years ago under the guidance of the Benedictine Sisters. They continued to guide the school until 1980 when the Sisters of Notre Dame replaced them as educational and religious directors. The school continued to grow under their direction until 1995. Since that time, the school has continued to educate students under the leadership of lay principals.

## PART IV – CURRICULUM AND INSTRUCTION

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### 1. Core Curriculum:

#### Preschool

The preschool curriculum includes pre-writing as students use a variety of writing implements (ex. triangular crayons, pencils with grips, markers, scissors, paint brushes, q-tips) to encourage fine motor development to assist with writing. In addition, pre-reading is developed through labeling, reading orally, and alphabet practice. Teachers encourage development of print recognition and phonemic awareness. Through sequencing, patterning, positional concepts, and problem solving the students develop number sense and pre-math skills. Finally motor skills are developed through movement songs, dance, and free play. In the preschool domain areas students are prepared to meet the kindergarten curriculum benchmarks.

#### Reading/English Language Arts

The reading/ELA curriculum includes phonics, grammar, vocabulary, reading, and creative writing in which state standards are met and surpassed through the use of our diverse learning tools including complex textbooks, workbooks, novels, and technology. Kindergarten and primary staff meet regularly to ensure alignment of developmental goals to ensure reading fluency before entering second grade. Grades K-5 use the Houghton Mifflin Journeys; grades 6 - 8 use the Holt Elements of Literature series and Sadlier's Vocabulary Workshop. In addition to the textbooks mentioned, 2-3 novels of various genres and authors are read during the year, which are chosen with cross-curricular motives. Novel choices will include classic and modern selections in order to appeal to a diversity of interests. In novel units the students exercise their understanding of characters, plot, setting, and use of figurative language. An online daily reading practice [www.readtheory.org](http://www.readtheory.org) is used as a supplement to the core curriculum.

#### Math

The math curriculum uses the state of Kentucky's Common Core Standards paired with the suggested Diocesan math curriculum. Teachers use tiered instruction in each grade level to help meet the variety of educational needs of their students and are provided with numerous techniques to help navigate the curriculum. Activities for Differentiated Instruction are included for concept lessons and assessing the Approaching Level, On Level, and Beyond Level of student needs. Kindergarten through grade 5 uses the McGraw-Hill: My Math series to help ensure that students can have a deeper experience with mathematical concepts on the elementary level since the program focuses with a narrowed scope; modeling, reasoning, and productive activities to support the Standards for Mathematical Practice. In addition, RTI is conducted throughout the math series in grades K-3. Teachers collaborate across grade levels and transfer student progress notes, especially during transitions from grade 3 to 4, and again from grade 5 to 6. To assist teachers in monitoring and assessing student progress, the Targeted Strategic Intervention is an online component that includes prescriptive intervention charts and specific student activity pages designed to help students achieve understanding. In addition, grades K through 8 use the Simple Solutions program for daily math exercises. The McDougall Littell series is used for students in grades 6-8 to ensure high school readiness with Pre-Algebra, Algebra, and Geometry in groups divided by ability. Students in grade 8 that are assessed as Beyond Level are encouraged to take Honors Algebra at our neighboring Diocesan high school to be tracked to Advanced Placement Calculus.

#### Science

The science curriculum explores earth, health, life, and physical science and abides by Kentucky's Common Core Standards. Students are encouraged to apply the scientific method in weekly experiments and problem solving techniques to use scientific research to improve our quality of life and create a better understanding of our physical world. A project based, hands-on approach to learning in grades 2-8 allows students to excel and display understanding of content through the creation of visual and virtual models. Each junior high student uses a ChromeBook with which they learn to record and interpret data numerically and graphically. Grade 8 also completes a chemistry unit in physical science for high school readiness and participates in an annual Diocesan competition where the students compete, district wide, to present award winning, data supported, independent research on a pre-selected theme.

## Social Studies

The social studies curriculum includes geography, American history, world history, and economics. While the teachers abide by Kentucky's Common Core Standards, they supplement those standards with rich exploration of documents, artifacts, and witness accounts. Cross-curricular approaches align the junior high social studies courses with several historically based novels used in the student's literature courses. In grades 7 and 8, a writing intensive approach is used to teach American history where students are held to the highest standards of historical analysis and description in quarterly essays in which students analyze historical events, primary sources, and secondary sources using the most recent research. In addition, concepts of microeconomics and macroeconomics in the raw form are included during in-class instruction to supplement economic topics found in Glencoe's *The American Journey*. Debates, guided discussions, guest speakers, and field trips engage students and often focus on qualities of good citizenship, and social responsibility. Students in grades 5-8 participate in the National Geography Bee and students in grades 7 also participate in an annual Diocesan competition which requires analysis of a thematic topic of their choice with a presentation supported by a visual aid and essay.

## 2. Other Curriculum Areas:

### Foreign Language

St. Joseph School is in compliance with the program's foreign language requirements. All students in grades 2 through 8 have Spanish class once a week for 45 minutes. The curriculum includes writing, speaking, reading and listening activities using basic grammar and vocabulary with an emphasis on conversation. Students practice their Spanish in individual, small group, and whole class activities and are encouraged to speak in the target language. Each grade level incorporates the use of technology to practice both oral and written language skills, and students also learn about Hispanic culture and customs. The curriculum provides a foundation that students build upon each year to prepare them for high school foreign language classes.

### Physical Education

At St. Joseph School physical education plays a critical role in educating the whole student, both mind and body. The physical education program provides students with opportunities to learn fine and gross motor skills, develop fitness, and gain understanding about physical activity that will foster lifelong healthy lifestyles. The students learn about all of the benefits gained from being physically active as well as the skills and knowledge to incorporate safe, satisfying physical activity into their lives. Physical Education is taught one time a week for 45 minutes in Kindergarten through Grade 8. The preschool students attend physical education one time a week for 30 minutes. Physical fitness is covered every day in physical education class by exercising, along with motor skills and sport skills.

### Music

Music is offered to all students from Preschool to Grade 8 at St. Joseph. Music class features the Orff Schulwerk Method of building musicianship that begins with playing and imitation. Students are encouraged to make musical decisions and use creativity as they learn music basics. In music a theme is featured each month, and the musical repertoire supports the curriculum of their regular class work. Preschool students have music once a week for 30 minutes and begin to learn what music-making is all about by singing, playing special instruments, moving, hand games, and interacting with puppets and videos online. Kindergarten through Grade 8 have music once a week for 45 minutes. Students in kindergarten through 2nd grade begin learning about music notation, and grades 1-3 present an annual Christmas Musical. Students in grades 4 and 5 learn the recorder, while intermediate and junior high classes each have a special music project. Youth Choir, which is comprised of students in grades 6-8, leads the weekly worship service.

### Computer Technology

St. Joseph School follows the Educational Technology curriculum framework provided by the Diocese. Students in Kindergarten through Grade 8 attend computer class once a week for 45 minutes. The computer lab is also available to students to use throughout the week as needed. Our hardware consists of Smartboards, Apple TVs, iPads, and Wi-fi throughout the building. We use the Kurzweil system to differentiate reading lessons. This program is designed to help students who struggle in reading. We also have a Neo2 lab on a cart, two Elmo projections systems, and two Senteo Quick Recall systems. Each

student in grades 6-8 has a Chromebook and uses Google Apps for Education, which allows them to collaborate with their classmates and to type most of their research and reports on Google Docs. Chromebooks are also used for remediation and enrichment. Students in grades K-5 use Microsoft Office applications, as well as other educational sites to continue to develop their technology skills. St. Joseph staff attends both County and Diocesan technology programs. Staff in-service focuses on programs and ideas to continually update and enhance the technology program. The staff uses various forms of technology to keep parents informed and connected to our students and our school. The school website was even created by one of our own former students.

#### Art

Students in K-5 participate in a scripted art program administered by parent volunteers. Students study famous artists and then create their own artwork following the same artistic style. A certified art teacher instructs students in grades 6-8 in basic elements of art and photography. There is also Art Club offered to these students after school. Students learn to appreciate all types of art and understand the beauty of creativity.

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

The teachers at St. Joseph School work together using a variety of teaching methods to follow the curriculum and to develop instructional methods to meet the needs of the many diverse learners in the school. They adjust their teaching modalities, content, and assessment geared to the individual student's ability. The goal is for each student to be successful in mastery of the topic.

One primary instructional method is differentiation. Teachers pre-assess students in content areas and create weekly lesson plans and differentiate their activities based on formative and summative assessments. Teachers also create differentiated lesson plans for children based on their Zone of Proximal Development. These differentiated lesson plans allow the teacher to ensure that he or she is meeting the individual needs of all students.

Teachers consistently differentiate in reading and math. For example, many teachers use leveled reading and math groups in the primary grades to reach all students in the class. Three times a year students in K-3 are tested individually in phonics and reading using the DIBELS assessment. These results are essential in guiding student instruction. Teachers also use the Daily Five Reading Program, which encourages reading independence and student selection, and the Orton Gillingham Program, which utilizes a multi-sensory reading methodology. Junior High students use the Read Theory program, which adapts the passages and comprehension activities based on the student's individual level. Students participate in the Star Reading program and the Accelerated Reader Program to assess all students in reading and comprehension. Based on the results of these programs, teachers use computer based programs such as the Kurzweil system, and a multitude of differentiated instruction including multilevel questioning, graphic organizers, I-pad apps, Chromebooks, etc. to remediate or enrich student learning. Two years ago the junior high language arts teacher implemented the "flipped" classroom concept after realizing that many students were struggling in the area of grammar. Through Edmodo posts the students were able to preview information for the next day's class and realize their own needs in advance. This enabled the teacher to spend time on unfamiliar material and address individual struggles.

After pre-assessing students in math, teachers can determine strengths and weaknesses. The My Math program for students in grs. K-5 offers ability based lessons and assessments. Students may also be referred to the Instructional Specialist for either remediation or enrichment. All students in K-8 also use Simple Solutions Math, a spiraling program, to review math concepts and to practice daily math. Standardized test scores, teacher assessment, and cumulative test scores are used to place students in leveled math classes in grs. 6-8. This provides the opportunity for students to learn at a rate that supports their math ability. The classes are fluid so that students may move classes within the year. Eighth graders are placed into general or advanced courses, and some participate in an Algebra I Honors class for high school credit.

A Special Education certified teacher works with students with dyslexia using the researched-based Barton

Program, which focuses on reading and spelling through one-on-one intervention. She also works with other students individually to improve study skills and assists with other academic needs. The Reading Intervention Specialist provides remediation and enrichment services to primary students within a small group setting.

Last year all students in grades 6-8 were provided a Chromebook to use in every class. All student documents are constructed and stored on Google Docs which has promoted an increase in student involvement. Creating student accounts and providing Chromebooks has enabled teachers to provide instant feedback to students whether they are here at school or at home working on an assignment. The students are much more engaged and better prepared for their classes. The teachers have also had the ability to adjust individual assignments more easily for remediation or enrichment without students being aware of the adjustment.

Collecting data from standardized testing, other research based assessments, and teacher observation, the principal meets with grade level teachers to assess individual student progress. An individual educational plan is devised and discussed with parents, and if age appropriate, the student to ensure that the student's needs are met and that he/she will be successful. Finally, monthly faculty meetings allow teachers the opportunity to discuss, plan, and evaluate data to improve their instructional practices for all students.

## PART V – SCHOOL SUPPORTS

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### 1. School Climate/Culture:

When students and teachers enter St. Joseph School, they immediately sense a feeling of family, community, and camaraderie. In the classrooms, students and teachers collaborate on activities designed for learning in a safe and nurturing environment. These lessons include the use of music, games, interactive labs, storytelling, debates, and real-world topics. By utilizing Smart Boards, Chrome Books, and I pads, St. Joseph students are kept abreast of the latest technological advances for the classroom. They are easily able to create Google docs, slides, web pages, and video presentations.

Grade appropriate motivation to enhance the success of all students is apparent throughout the school. The students respond best to the positive reinforcement, encouraging words, and activities that foster success. Primary teachers make use of stickers, prizes, cheers, and even time at home with the classroom pets, while intermediate teachers add game days to their incentive repertoire. Junior high students enjoy food and free time rewards for perfect assignment completion and outstanding behavior. Honor roll is an opportunity for grades 5 – 8 to be recognized for their academic achievement. There is also an academic achievement award for students who improve their averages. Readers in grades 2 - 8 enjoy reaching Accelerated Reader goals and seeing their names on the Wall of Fame.

Each year, The St. Joseph Award is presented to a boy and a girl in each grade who exemplify the Christian qualities of our namesake.

The student environment within the school family is strengthened by inclusive activities such as Pet Blessing, Christmas Play, Walk-A-Thon, Pep Rallies, and inter-grade level buddies, and peer tutoring. The students work for the good of the school community in a variety of service projects, such as Christmas caroling to shut-ins, planting and mulching the parish gardens, writing letters to Honor Flight Veterans, warm coat and toy collections benefiting Appalachian families, making quilts for injured soldiers and patients at Cincinnati Children's Hospital, and sponsoring a Veteran's Day Program.

Teachers benefit from the family atmosphere at St. Joseph as well. Several times each year the social committee plans pot luck lunches for the entire staff. This committee also plans staff outings, distributes teacher birthday cards, and decorates the faculty room for the various seasons. When surveyed, the staff overwhelmingly cited principal support as a strong factor in this positive workplace. Additionally, positive feedback and appreciation come from fellow teachers, alumni, and parents. Praying together at the monthly faculty prayer service creates a spiritual bond among the teachers.

### 2. Engaging Families and Community:

Family involvement makes our school an open and friendly place. A Family Mentoring program enlists existing families to mentor new families to the school community. An Appreciation/Hospitality Committee shows appreciation for students, parents, faculty, and staff during different events throughout the year.

Families who are informed are more likely to become engaged. Electronic communication occurs through the Ascend program which lists grades, assignments, and messages to parents. The weekly school newsletter is sent electronically to parents and to parishioners. Parents receive the school calendar and grade level information concerning activities and curriculum in the Cavalier Connection, an attachment to the school newsletter. Information is also available on the school website and the Facebook page. Parent teacher conferences are held year round, and parents may always connect with a teacher through email or phone.

Parents may join PTO, coordinate classroom celebrations, volunteer in the cafeteria, assist in the computer lab and the library, act as a volunteer aide, or be a classroom guest reader. On a larger scale, parents can coordinate or work with the Art Appreciation Program presenting artists and lessons, coordinating the

Everybody Counts Program, and assisting with the Academic Teams, Walk-a-Thon Fundraiser, end of the year Olympic Day, or as an athletic coach or scout leader.

Community support and involvement allow us to showcase our school. On a regular basis, the community is invited to our Christmas Play, Drama Club Performance, weekly Mass and seasonal prayer services, and Awards Day to celebrate our successes. In addition, area businesses and organizations have recently partnered with our students. Several businesses along with various anonymous donors have supported our biggest fundraiser to obtain air conditioning for our school. School scholarships are provided to our students through parishioners and community businesses. We have partnered with restaurants in the community that contribute a percentage of proceeds to our school. A local market displays our student artwork in the café within their store.

Additionally, our students have participated in community outreach projects such as making snack boxes and Christmas cards for military personnel, collecting pop tabs for Ronald McDonald House, visiting two nursing homes on a regular basis. Occasionally, students have volunteered for community events, in particular singing at the 9/11 memorial event at Crescent Springs Park and helping the city with their Christmas, Halloween, and Easter programs. This year an 8th grade student organized a fund drive to support the International Red Cross Program to provide measles and rubella immunizations to children in Third World countries. These partnerships, both community and parental, enrich the educational environment and provide opportunities for our students.

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

Professional development is an ideal way for educators to improve effectiveness in the classroom. At St. Joseph School, teachers complete thirty-six hours of professional development each year. With a wide range of professional opportunities explored, our staff consists of experts in multiple disciplines. Often teachers will share their skills with other staff members during a “teachers teach teachers” in school professional development.

In our five-year plan, our school set goals to improve performance in the areas of writing and mathematics. All writing teachers attended professional development programs specific to this subject area. Additionally, DIBELS testing, writer’s workshop, the Susan Barton and Orton Gillingham programs were attended by many of our reading teachers. Our mathematics department introduced a new textbook series entitled “My Math,” and also provided professional development opportunities such as mathematics as a second language, writing within math class, and number theory.

Technology has always been a strong focus in our school, but especially in recent years as we have added I pads, Apple TVs, and Chromebooks as teaching tools. Professional developments in technology have covered topics including QR Codes, Smart Board usage, Google Docs, and educational Apps.

Teachers are kept up to date on safety procedures in the event of any type of emergency. All teachers and staff have been presented with the ALICE program for possible intruders. All staff members are certified in CPR and blood borne pathogen training. The school has also provided staff, parent, and student programs on prevention of bullying.

Differentiated instruction is practiced in order to reach all learners. To achieve the utmost success with students, all teachers completed seminars on “Response to Intervention.” The seminars included practical videos, applications, and activities involving teacher responses and reflections. There are grade level discussions monthly on specific examples of implementation of RTI and how it has impacted a student(s)’ progress.

The school and diocese provide religious and spiritual development programs. Catechist classes and religious speakers are offered on multiple topics throughout the year. Prayer services are offered to the faculty each month before the start of the school day.

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

The school mission is committed to leadership within the school and community. The principal, pastor and staff work cooperatively to foster a foundation of academic and spiritual growth and development. The principal and grade level lead teachers meet on a regular basis to discuss the curriculum and the individual needs of the students. These group discussions drive improvements in teaching modalities and ultimately strengthen individual programs. Together with the administration and religion teachers, the Director of Religious Education coordinates sacramental preparation.

There are faculty, parents, and community representatives on various committees through out the school community. These committees include the Education Commission, Finance Committee, St. Joseph Athletic and Activity Association and the Parent Teacher Organization.

Teachers and parents collaborate to create unique enrichment opportunities for students. These include Student Council, Future Problem Solving, Computer Club, Yearbook, Crazy for Animals Science Club, St. Joseph Youth Choir, Academic Team, Quilt Club, Art Club, School Media Club, Newspaper, Junior Lego League, and Lego Robotics.

Examples of student leadership are seen throughout the school. Student Council is comprised of students in grades 4-8. The focus of Student Council is to raise awareness and funds for organizations such as Wounded Warriors, Mary Rose Mission, and Ronald McDonald House. Other opportunities for student leadership come from grade level service projects. Some projects include One Day Without Shoes, a warm clothing and toy drive for the Good Shepherd Mission in Appalachia, and a Veteran's Day program.

An eighth grade camp leadership program encourages teamwork, leadership and develops an appreciation of individual talents.

Initiative is demonstrated daily with students who are committed Girl and Boy Scouts, altar servers and daily prayer and pledge leaders. Students also collaborate among grade levels with the Buddy Program. A core group of eight grade students attend a one-day Leadership Summit at The Center for Holocaust and Humanities Education. These students then share their experiences with their peers and develop activities that foster acceptance and kindness.

As a diocesan school, the principal works with the curia and principals from the deanery. Two areas where high school readiness is demonstrated are Algebra 1 class, for high school credit, and an after school STEM program hosted by our diocesan high schools.

The principal works closely with parent organizations that bring extraordinary programs that help build leadership within the school. These programs include Everybody Counts, the Safe Environment Program, and Art Appreciation. The parent organization also supports field day, teacher appreciation days, Walkathon and school recruitment programs.

## PART VI – STRATEGIES FOR ACADEMIC SUCCESS

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All stakeholders, students, teachers, and parents, agree that the one resource that we use across the board in all grade levels and in all subject areas that has shown to be remarkably helpful in making our students successful is technology. All classrooms have interactive Smartboards funded by our parents who have supported our innovations.

## PART VII – NON-PUBLIC SCHOOL INFORMATION

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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?      \$6150  
(School budget divided by enrollment)

4. What is the average financial aid per student?      \$1990

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?      6%

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

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**REFERENCED BY NATIONAL NORMS**

**Subject:** Math

**Test:** Terra Nova 3

**Grade:** 3

**Edition/Publication Year:** 2008

**Publisher:** McGraw Hill

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

School Year	2015-2016
Testing month	Apr
<b>SCHOOL SCORES</b>	
Average Score	647.8
Number of students tested	29
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

**Subject:** Math  
**Edition/Publication Year:** 2008

**Test:** Terra Nova 3  
**Publisher:** McGraw Hill

**Grade:** 5  
**Scores are reported here as:** Scaled scores

School Year	2015-2016
Testing month	Apr
<b>SCHOOL SCORES</b>	
Average Score	682.1
Number of students tested	28
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

**Subject:** Math  
**Edition/Publication Year:** 2008

**Test:** Terra Nova 3  
**Publisher:** McGraw Hill

**Grade:** 7  
**Scores are reported here as:** Scaled scores

School Year	2015-2016
Testing month	Apr
<b>SCHOOL SCORES</b>	
Average Score	715
Number of students tested	24
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

**Subject:** Reading/ELA  
**Edition/Publication Year:** 2008

**Test:** Terra Nova 3  
**Publisher:** McGraw Hill

**Grade:** 3  
**Scores are reported here as:** Scaled scores

School Year	2015-2016
Testing month	Apr
<b>SCHOOL SCORES</b>	
Average Score	653.4
Number of students tested	29
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

**Subject:** Reading/ELA  
**Edition/Publication Year:** 2008

**Test:** Terra Nova 3  
**Publisher:** McGraw Hill

**Grade:** 5  
**Scores are reported here as:** Scaled scores

School Year	2015-2016
Testing month	Apr
<b>SCHOOL SCORES</b>	
Average Score	678
Number of students tested	28
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

**Subject:** Reading/ELA  
**Edition/Publication Year:** 2008

**Test:** Terra Nova  
**Publisher:** McGraw Hill

**Grade:** 7  
**Scores are reported here as:** Scaled scores

School Year	2015-2016
Testing month	Apr
<b>SCHOOL SCORES</b>	
Average Score	698.5
Number of students tested	24
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:**