

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. Margaret Bowen

(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 320 W. Stephen Foster Avenue

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

City Bardstown State KY Zip Code+4 (9 digits total) 40004-1495

County Nelson

Telephone (502) 348-5994 Fax _____

Web site/URL http://www.stjoeelem.org/ E-mail klewis@stjoeelem.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent*Mrs. Leisa Schulz E-mail lschulz@archlou.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Archdiocese of Louisville Tel. (502) 448-8581

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. Christopher Garrett
(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 | 18 | 20 | 38 |
| K | 20 | 14 | 34 |
| 1 | 13 | 33 | 46 |
| 2 | 17 | 23 | 40 |
| 3 | 26 | 16 | 42 |
| 4 | 23 | 15 | 38 |
| 5 | 19 | 23 | 42 |
| 6 | 30 | 28 | 58 |
| 7 | 25 | 18 | 43 |
| 8 | 15 | 26 | 41 |
| 9 | 0 | 0 | 0 |
| 10 | 0 | 0 | 0 |
| 11 | 0 | 0 | 0 |
| 12 or higher | 0 | 0 | 0 |
| Total Students | 206 | 216 | 422 |

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 1 % Asian
 - 0 % Black or African American
 - 1 % 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: 3%

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 | 8 |
| (2) Number of students who transferred <i>from</i> the school after October 1, 2015 until the end of the 2015-2016 school year | 4 |
| (3) Total of all transferred students [sum of rows (1) and (2)] | 12 |
| (4) Total number of students in the school as of October 1, 2015 | 433 |
| (5) Total transferred students in row (3) divided by total students in row (4) | 0.028 |
| (6) Amount in row (5) multiplied by 100 | 3 |

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

English Language Learners (ELL) in the school: 1 %
2 Total number ELL

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

Total number students who qualify: 24

8. Students receiving special education services: 4 %
17 Total number of students served

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

| | |
|--------------------------------|--|
| <u>1</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>41</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>5</u> Specific Learning Disability |
| <u>4</u> Emotional Disturbance | <u>5</u> Speech or Language Impairment |
| <u>2</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>2</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: 2
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 | 21 |
| Resource teachers/specialists/coaches e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc. | 8 |
| Paraprofessionals under the supervision of a licensed professional supporting single, group, or classroom students. | 8 |
| 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., 22:1 201:1
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 | 97% | 96% | 97% | 97% | 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 No

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

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

St. Joseph School is committed to providing academic excellence to help all students develop skills needed to become responsible citizens and lifelong learners.

PART III – SUMMARY

St. Joseph School (SJS), located in historic Bardstown, Kentucky, is a vibrant, vital Catholic school that reaches out to students from preschool to middle school. Since 1953, SJS has strived towards the mission of providing an environment of academic excellence for all students based on Catholic values and traditions. SJS is committed to helping students develop the spiritual, intellectual, physical, and emotional skills needed to become responsible citizens and lifelong learners.

SJS is led by an innovative team of teachers and staff. The faculty is comprised of 22 classroom teachers, 9 related arts teachers, 8 teaching assistants, and 4 administrative personnel. All teachers have earned the rank of Master's Degree except for the newest teacher, who is undergoing the internship process. Mrs. Margaret Bowen has served as principal for the past two years. In 2003, she received the Distinguished Principal Award from the National Catholic Educational Association of Elementary Schools. The SJS counselor is National Board Certified and holds a Licensed Professional Certificate for the state of Kentucky.

SJS benefits from its strong spiritual and financial ties to St. Joseph Proto-Cathedral Parish. Monthly, grade-level, and grandparents mass celebrations all take place within the Basilica's historic walls. The Basilica is on the National Historic Landmark Registry and was one of the first Catholic churches erected west of the Allegheny Mountains. Students from SJS have the opportunity to immerse themselves in our Catholic faith. Second grade students celebrate First Reconciliation and then First Holy Communion. Eighth grade students prepare for the Catholic rite of Confirmation, making them full members of the Catholic faith. The parish is highly involved with the development of the students. Members of the parish, including the priests, visit with the students to have meaningful conversations about the sacraments, stewardship, service to others, public speaking, and growing in maturity during middle school.

The educational roots of the parish, St. Joseph Proto-Cathedral, extend far beyond 1953. When the parish was founded by Catholic immigrants from the northeast, they began building a church in 1816. Within two years, Bethlehem Elementary School was founded. In 1911 a second school opened, St. Joseph Preparatory. By 1953 there was a clear need for a more modern facility, and SJS was born. In 2009, SJS underwent a major renovation and expansion. The expansion included 10,000 square feet and houses a media center, technology lab, science lab, art and music classrooms, two modern preschool classrooms, an office area and a secure entrance. In 2012, two preschool classrooms and meeting areas were added to the SJS campus when the St. Joseph Parish Hall was constructed. Currently SJS enrolls 425 students from preschool through eighth grade.

The tradition SJS is most proud of is that of helping develop young adults that embrace and exemplify a servant philosophy. Each year the school celebrates Lent and Advent by providing for those in need. Since 1986 during Advent, our "Pennies from Heaven" program annually collects upwards of \$10,000 for their sister parish, St. Francis Xavier in Acul Samdi, Haiti. The priest, teachers, and former students have completed many mission trips to Haiti. In the Lenten season the focus shifts local. "Project HOPE (Help Our People Eat)" asks students to bring in canned goods/non-perishable food items. The collection is donated to the local St. Vincent DePaul food bank. Monthly stewardship days are scheduled where all donations are sent to different organizations and groups in need. The most recent donation was to the Wounded Warrior Fund.

Each classroom at SJS is equipped with a SmartBoard. As a Google Chrome school, there are currently 170 Chromebooks, 85 Desktop Computers, and 80 iPads for student use. This amount increases each school year and allows teachers to take lessons from and into the real world. SJS offers a robotics club to challenge technologically-minded students and the technology teacher utilizes coding, virtual reality goggles, and spheros (programmable spheres) to bring the learning to life.

SJS first graders are paired with an eighth grade Big Brother or Big Sister. All middle school students participate in a House Program. The House Program sorts the students in 6th, 7th, and 8th grades into homerooms (Houses) which compete for house points that focus on service. The middle school also provides for differentiation through a self-developed ES (Exceptional Student) program. The ES program

seeks to challenge and engage students, and push them to achieve their highest potential. SJS offers study hall sessions to aid SSP (School Strategy Plan) and SAP (School Accommodation Plan) students reach their potential through remediation and reteaching.

With strong support and collaboration from the parish, parents, teachers, administrators, and community, SJS provides a learning environment and experiences that prepare all students for successful participation in Church, academics, the community, and their personal relationships.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

St. Joseph School works diligently through a process of continuous improvement to provide a high quality, balanced curriculum that allows for maximum growth and engagement for all students. SJS accomplishes this feat through a schedule that allows for teachers to meet at levels (elementary, intermediate, middle) to seek the best possible learning activities to meet the Archdiocesan curriculum requirements and individual student needs.

Language Arts at SJS is comprised of reading, writing, and grammar, as well as specific phonics, spelling, and vocabulary acquisition. The text, along with specifically sought and sourced materials, provides a differentiated approach allowing all learners to progress. For example, Accelerated Reader and its companion assessment, STAR, are used to determine each student's reading level, determine which books would allow the most success and build the most skills, and assess the students' comprehension of each book read.

Writing skills are modeled and perfected for each student. From All Soul's Tributes (Memorials) in fourth grade, to Conservation, Optimist Club, Daughters of the American Revolution, and Human Rights Essays in sixth, seventh, and eighth grades; SJS provides a myriad of real-world writing opportunities, many of which are recognized by the community for their exceptional content and structure.

Grammar, spelling, and vocabulary, the building blocks of language, are presented and taught to students explicitly and many are reinforced with the use of technology. Programs such as MOBY MAX, No Red Ink, and Khan Academy provide students with a self-paced approach, which leads to greater retention and future successful usage of these skills.

SJS's math curriculum builds on skills from one grade level to the next. Mastery is achieved through the use of hands on manipulatives, repetition, resubmission of assignments to self-correct, and problem-based learning (PBL). Math is taught cross-curricular in the middle grades with a strong STEM program (which partners Science, Technology, Engineering, and Math) and the use of Scholastic Math to build real-world connections for the students.

Kindergarten through third grade utilized tiered centers to provide differentiation. These grades focus on the foundational skills. Those that master a skill are allowed to move on to more challenging skills. In third through fifth grade, those foundational skills obtained are built on further. In middle school the learning branches into real-world usage of all mastered skills, and the acquisition of algebra and geometry skills. Seventh and eighth grade students complete an Acuity Exam which allows for them to be placed into leveled groups for math and science. This allows each group to move at their own pace, providing an opportunity to delve deeper into the curriculum, enhancing their understanding.

Science at SJS grew considerably with the building expansion of 2009 and the state-of-the-art science lab. This lab is utilized by every grade at SJS, providing for a hands-on approach to science. The students are challenged with projects that could have multiple outcomes and solutions, for which they then explain the process, concept, and validity of their solution and outcome. The PBL process is highly individualized to meet the needs of each student.

SJS follows the Archdiocesan curriculum, developed in a group led by the SJS middle school science teacher and follows the Next Generation Science Standards. Science and Math are often taught in tandem through our strong STEM program which teaches the concepts, and allows the students to acquire real-world, relevant skills. During the second quarter, the sixth grade students built their own rockets from small canisters, water, and alka seltzer tablets. This highly engaging activity combined the science concepts of rockets during their space exploration unit, with the current math concepts of height measurement and data collection-which was collected utilizing the metric and customary systems. The students not only had fun, they were able to report their findings using terminology and concepts from both science and math classes.

Social Studies at SJS focuses on preparing our students to be well-informed members of the local and global community. Through the Kentucky heritage study, each student not only learns about Kentucky's rich history, but partners with art to create crafts that were and are made in Kentucky's mountainous areas. During the first quarter, all students in grades six through eight participate in the KYA program. In small groups they research laws, create one they believe is needed, and present their findings. Through a debate process of pros and cons, which directly mimics the House of Representatives and Senate process, these bills are voted on by each class, and then by the middle school as a whole. The top ranked bills then move on to the statewide KYA program where the students are afforded a fascinating, real-world opportunity to present these bills.

St. Joseph School's preschool was established twenty years ago for four-year-olds. Classes were held in the basement of the Parish Rectory. As the preschool grew, it was moved into the addition to our building in 2009. A three-year-old program was started in 2012 as the population continued to expand.

SJS preschool follows the Archdiocese of Louisville Curriculum Framework and prepares our youngest members for Kindergarten. The certified instructors focus on mastering skills through various learning styles. This is done in an atmosphere rich with loving and nurturing adults who provide a safe environment that fosters each child's natural curiosity to learn and explore.

2. Other Curriculum Areas:

St. Joseph School believes in the importance of educating the whole child. Therefore, it is of utmost importance to offer all of the children Religion, as well as Arts and Humanities classes: Library, Technology, Spanish, Physical Education, Art, and Music classes. From Kindergarten through eighth grade, each child has Religious Studies daily and six Arts and Humanities classes weekly. St. Joseph School is in compliance with the program's foreign language requirements.

SJS was built on the Catholic Faith and exists to honor and glorify the Lord. SJS believes that students should not only be well rounded in typical studies, but also in those things that will create a better world. The fundamental concept of creating servant hearts in students is paramount. This mission begins in preschool with an annual preschool prayer service which invites the youngest to gather with their families, their teachers, the priest, and the school administration to pray and share lunch together. This community building practice extends through eighth grade with individual, grade level liturgies. It is a sacred and special time for the entire school population.

In second grade, the students prepare for and receive their First Reconciliation and their First Holy Communion. In eighth grade, the Catholic Rite of Passage, Confirmation, is completed. During this particular Rite, students complete numerous hours of service for the parish, school, and community. Making a difference, and making life better for everyone through Christ's love and teachings blesses all.

SJS students participate in Library class each week. During this time each student has a chance to check out a book to read, and the librarian always has something exciting happening. Members of the community and parents are regularly invited to come and read to the younger children. The creation of book trailers using iPads and iMovie and the monthly production of the Knightly News, keep the sixth, seventh, and eighth grade students well-informed and provide an amazing outlet to showcase their skills. The librarian partners with the core curriculum teachers to allow for an extension of the classroom learning. For example, the sixth grade students read award-winning novels as a part of the Language Arts class and then create engaging book trailers based on those novels. The students also study ways to locate credible information online and properly cite those sources in their writing.

Technology extends from basic point and click, to typing, to coding. Students create presentations in technology that support the instruction from the core curriculum. In third grade the students are assigned an element as part of their science instruction. Students come to their technology class where they then explore various facets of their element and create presentations to present to their classmates. Most recently, the students participated in the Hour of Code opening up a world of computer science where they can be a

maker, creator, and innovator.

Visual and performing arts allow our students to showcase their unique abilities. These classes also support the core curriculum. During one lesson, students read novels and then create dioramas or mobiles in art to show their conceptual understanding of the story and plight of the characters. Music, which encompasses performing arts, is taught through the use of instrumental studies, and performance tasks. Students may participate in an extracurricular Drama Club which stages two shows a year. In addition, SJS first graders perform a short play, and every Christmas is celebrated with grades two through five collaboratively entertaining students, parents, teachers, and the community with a drama.

Each week students become global learners as each one participates in Spanish instruction. In addition to studying the language, students have the opportunity to taste authentic cuisine, watch and interpret television from another country, and become immersed in another culture.

Physical Education presents itself in two forms at SJS. Each day, after lunch, all students are allotted a recess period which allows the students to run and play on the playground, soccer field, and basketball court. Every class is assigned at least one 50-minute Physical Education class each week. There are always individual warm-up exercises to impress upon the students the importance of taking care of themselves along with team activities.

Religion and the Arts and Humanities classes at SJS also teach children about abuse, neglect, and how to protect themselves through the Speak Up, Be Safe program. This program has a strong anti-bullying component. It is the duty of SJS to educate and to protect the children from harm. Red Ribbon Week is celebrated in October to remind students to respect their bodies and say no to drugs and alcohol.

3. Instructional Methods, Interventions, and Assessments:

SJS uses a multitude of methods, interventions, and assessments to ensure each student reaches his/her potential. Assistance is provided for struggling students with the help of the learning consultant. The classroom teacher, the learning consultant, and the parents work out a comprehensive plan accommodating and modifying to ensure success and the highest level of learning. Through an examination of assessment data, a determination is made for where students are, and where they need to be. A plan is then customized for their success.

Within the classroom, SJS teachers employ the use of visuals, hands-on manipulatives, videos, virtual field trips, multiple interactive programs, and exit slips. For example, in seventh grade science students create cells and with the use of an iPad program help those cells come to life in an augmented reality. In eighth grade, students take this augmented reality one step further by creating chemical reactions. Each of these activities is completed in a leveled classroom based on Acuity test scores. This allows for maximum differentiation.

SJS subscribes to multiple sites in order to provide a self-paced learning environment beyond the books. Accelerated Read, Standardized Tests for the Assessment of Reading, MOBY MAX, Flocabulary, BrainPop, and United Streaming are school-wide. Intermediate and Middle grades also employ Google Classroom, No Red Ink, and Khan Academy. In Preschool and Elementary grades, a collection of iPad applications aid in the growth of the students foundational skills.

Standardized assessments are given in primary grades through the use of the GRADE test. This in-house scored test allows primary teachers to identify gaps in subgroups, as well as content areas. This exam is traditionally given toward the beginning of the school year, and again at the end. We tailor the teaching and materials based on these results. Moving toward intermediate, we administer the Terra Nova with Inview to third and fifth grades. This provides an “apples-to-apples” look at how each student progresses through the intermediate grades. The team of intermediate teachers then disseminates and decides the best course of action. In seventh grade the students are again assessed with the Terra Nova. The middle grades teachers then look at the scores for each student from third to fifth and then to seventh. This analysis provides an individualized look at performance and gaps. The data is also examined for concepts that all have mastered

versus those concepts that as a group were lower scoring. Modifications are made to ensure these gaps are closed.

The Standardized Tests for the Assessment of Reading (STAR) is administered multiple times each quarter allowing for student error. Teachers look at the trends and determine how to best address each student's reading needs. In the elementary grades this often includes having the child attend Title I reading class to further explore the foundational skills of reading. In the middle grades, we offer a weekly Reading Booster class to ensure each student has essential reading skills. These intervention strategies are in addition to the differentiated learning taking place in each classroom.

Collaboration within the levels and teachers is key to ensuring the type of success wanted for all students. For example, the Arts and Humanities teachers communicate with classroom teachers weekly, seeking out ways to support classroom learning. Since migrating from a server system to a Google Chrome Cloud system, collaboration has become seamless. Students can access their work from any location. Combine this ease of access with the applications subscribed to and the result is an amazingly connected, self-paced, virtual learning environment that extends far beyond the doors of the building.

SJS is proud of the students and what they have accomplished. This is the second time in five years as a Blue Ribbon Eligible school. The standards and expectations are very high for all students. This is communicated each day by each teacher, to each student. Students are challenged to work beyond basic skills. Time is provided each week for all students through the DASH (Detention, Absence, Study Hall) program in the intermediate and middle grades. This is a time for students to come and get an extra boost. Students voluntarily attend these sessions regularly.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

At St. Joseph School a family atmosphere has been created; a family of Catholics and a family of learners. Students are guided by teachers, following the example of Christ. A caring, safe place is provided for students to learn and grow. The students are held to the highest expectations. The faculty works as a team to ensure each student is involved and active in their education. This includes certificates marking milestones achieved, recognizing A and A/B Honor Roll status, and a large end of year, whole-school awards ceremony.

Daily, this positive environment is fostered through the passion of the teachers. They provide our students with exciting experiences designed to target all children and their specific learning needs. For example, in middle school grades, the science and math classes are set up to offer the highest achieving students the opportunity to get more in depth with each concept. The elementary and intermediate grades recite the Peacebuilders Pledge each day, and students are rewarded for kindness toward others. In the middle school grades, students are rewarded with monthly “House” activities, seasonal dances, and a back to school bash each fall. The members of the middle school student population that demonstrate exceptional service to others are rewarded with a field trip.

SJS teachers gather each Friday morning for community prayer. In July, the faculty assembles for a retreat; providing time for the teachers to reflect and build collegiality. Through the Archdiocese, teachers are recognized as they hit five-year milestones with a catered luncheon in downtown Louisville.

The administration has designed the schedule so that each level has common planning. SJS supports teachers’ interests by sending them to conferences where they return with a greater knowledge base to share among the staff. The majority of teachers are also parents of students at SJS. Those teacher-parents believe in the mission and vision of SJS and entrust their fellow faculty members with their own children.

2. Engaging Families and Community:

St. Joseph School is a family of learners. That family includes teachers, parents, students, and the community. At the beginning of the school year, a back to school night is held for parents and students to gather and meet their new teachers. The Parent Teacher Organization holds meetings throughout the year to ensure our parents and concerned community members are kept up-to-date on the amazing events happening at SJS.

SJS sends out daily Knight Notes to all parents. Announcements, words of encouragement and congratulations, birthdays being celebrated, and the lunch menu are just a few of the items included in this Knight Note, creating a well-informed population of stakeholders. SJS maintains a Facebook page to share the wonderful events and creations of the students.

Local professionals and parents come into the classrooms to apply the curriculum to the real-world. For example, each year the 8th grade students produce resumes and cover letters. A large panel of professional community members then conduct mock interviews. These essential skills of talking to adults and being confident with who they are will certainly enhance their future endeavors. Several times a year, the Conservation District presents ways to become better stewards of the earth to the fourth, fifth, and sixth grades.

During the summer of 2016, Kentucky State Police came to SJS to inspect the building and train the faculty and staff creating a safer, more secure environment for the students. Other examples of parent and community involvement would be presentations on bridge building, production of Kentucky products, and visits from state and local government officials.

3. Professional Development:

St. Joseph School's administrative team believes that leadership is shared; engaging the whole school team in responsibilities, duties, and decision-making processes. Teachers are not only encouraged, but are self-driven and motivated to venture out and explore new learning opportunities.

A group of teachers and administrators were members of the Archdiocesan Science Curriculum Framework Task Force which planned and delivered Science Awareness sessions for teachers and staff within the Archdiocese. Recently SJS had two teachers chosen as Honeywell Educators and attend a 45-hour training (Space Academy) at the U.S. Space and Rocket Center in Huntsville, Alabama; one teacher selected for the Mickelson Exxon Mobile Teachers Academy at Liberty Science Center in Jersey City, New Jersey; and one teacher selected for Honeywell's Green Boot Camp in San Diego, California.

The faculty endeavors to develop themselves professionally by attending a variety of professional development opportunities. These opportunities include: Kentucky Association for Gifted Education, National Science Teachers Association annual conference, Kentucky Society for Technology in Education, Learning Disabilities Association of America Conference, and Association for Supervision and Curriculum Development National Conference on Teaching Excellence in Nashville, Tennessee; Atlanta, Georgia; and New Orleans, Louisiana and locally at the Archdiocese's Summer Institute at the Flaget Center in Louisville, Kentucky.

Teachers feed their passions at these sessions. They seek ways to better themselves and their instruction for all subjects. After attending the various trainings, camps, and sessions, the teachers then put their newly acquired skills in their teaching repertoire. Having multiple ways to engage the students on any given topic creates a climate of continuous improvement in the students.

4. School Leadership:

Leadership at St. Joseph School is best described as, "we are all servant leaders." Servant leaders do not ask others to do something they are not willing to do themselves. It begins with guidance and direction from the Pastor of St. Joseph Parish. The pastor, principal, faculty, parents, and students, collaborate as supporters, encouragers, and models of Gospel values.

SJS administration team is comprised of the principal, learning needs consultant, administrative assistant, and counselor. They are committed to removing barriers that keep others from reaching their full potential and to ensuring that all programs, policies, resources and relationships are focused on student success. The team meets on a weekly, sometimes daily, basis to prepare for the week, address issues and plan for improvement and success.

Faculty members at SJS are servants dedicated to the success of their students. They serve on Professional Learning Community teams and work collaboratively to review, revise, and plan for each student's success. The learning coordinator and principal frequently offer input to help them reach their goal. Faculty members serve on planning teams for the Archdiocese and have been recognized for their outstanding leadership for their work in reviewing and implementing the new science standards and curriculum.

Parents volunteer to serve by sharing their expertise on the School Board which develops policies, supports and advises the administration in long-range planning, and provides financial insight. The Board functions as an advisory board to the school administration. The PTO provides opportunities for the parents to participate in community building activities, stewardship activities, and fundraising. Once a month, parents are invited to a Liturgy and lunch to share time with their child.

Students serve in a variety of leadership and stewardship opportunities. Students lead the whole-school programs for Project HOPE and Pennies from Heaven stewardship programs, and are proud to participate in our monthly stewardship days which raise money and awareness for many causes that have touched their lives, such as a camp for children with cancer. The middle school house program determines where the stewardship dollars go each month creating in them a heart for community service. In addition the Big

Brother/Big Sister program, which pairs first and eighth graders, provides the students with an opportunity to model what servant leadership looks like to the growing generation. Kentucky Youth Assembly, Environmental Club, Robotics team, Academic teams, children's choir, and a large athletic department offer an opening to showcase each student's growing leadership.

Servant leaders compassionately address the needs of others for the betterment of all. SJS is committed to helping students develop the spiritual, intellectual, physical, and emotional skills needed to become responsible citizens, lifelong learners, and servants of Christ.

PART VI – STRATEGIES FOR ACADEMIC SUCCESS

St. Joseph School's success can be attributed to its philosophy of educating the whole child: mind, body, and spirit. SJS has high expectations for all children and push them to excellence with hands-on, real-world learning experiences. From the elementary and intermediate PeaceBuilders to the middle grades House system, SJS provides opportunities for the children to grow, not only in the mandated and tested curriculum, but in those skill areas that will allow for them to be meaning, contributing members of the local, state, national, and global societies.

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? \$4990
(School budget divided by enrollment)

4. What is the average financial aid per student? \$936

5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 4%

6. What percentage of the student body receives scholarship assistance, including tuition reduction? 33%

PART VIII – ASSESSMENT RESULTS FOR NORM-REFERENCED TESTS

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: Terra Nova 3rd Edition

Grade: 3

Edition/Publication Year: 2008

Publisher: CTB-McGraw-Hill

Scores are reported here as: Percentiles

| | |
|--|-----------|
| School Year | 2015-2016 |
| Testing month | Mar |
| SCHOOL SCORES | |
| Average Score | 84 |
| Number of students tested | 38 |
| Percent of total students tested | 100 |
| Number of students alternatively assessed | 0 |
| Percent of students alternatively assessed | 0 |
| SUBGROUP SCORES | |
| 1. Other 1 | |
| Average Score | |
| Number of students tested | |
| 2. Other 2 | |
| Average Score | |
| Number of students tested | |
| 3. Other 3 | |
| Average Score | |
| Number of students tested | |

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: Terra Nova 3rd Edition

Grade: 5

Edition/Publication Year: 2008

Publisher: CTB-McGraw-Hill

Scores are reported here as: Percentiles

| | |
|--|-----------|
| School Year | 2015-2016 |
| Testing month | Mar |
| SCHOOL SCORES | |
| Average Score | 69 |
| Number of students tested | 57 |
| Percent of total students tested | 100 |
| Number of students alternatively assessed | 0 |
| Percent of students alternatively assessed | 0 |
| SUBGROUP SCORES | |
| 1. Other 1 | |
| Average Score | |
| Number of students tested | |
| 2. Other 2 | |
| Average Score | |
| Number of students tested | |
| 3. Other 3 | |
| Average Score | |
| Number of students tested | |

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: Terra Nova 3rd Edition

Grade: 7

Edition/Publication Year: 2008

Publisher: CTB-McGraw-Hill

Scores are reported here as: Percentiles

| | |
|--|-----------|
| School Year | 2015-2016 |
| Testing month | Mar |
| SCHOOL SCORES | |
| Average Score | 78 |
| Number of students tested | 38 |
| Percent of total students tested | 100 |
| Number of students alternatively assessed | 0 |
| Percent of students alternatively assessed | 0 |
| SUBGROUP SCORES | |
| 1. Other 1 | |
| Average Score | |
| Number of students tested | |
| 2. Other 2 | |
| Average Score | |
| Number of students tested | |
| 3. Other 3 | |
| Average Score | |
| Number of students tested | |

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA

Test: Terra Nova 3rd Edition

Grade: 3

Edition/Publication Year: 2008

Publisher: CTB-McGraw-Hill

Scores are reported here as: Percentiles

| | |
|--|-----------|
| School Year | 2015-2016 |
| Testing month | Mar |
| SCHOOL SCORES | |
| Average Score | 81 |
| Number of students tested | 38 |
| Percent of total students tested | 100 |
| Number of students alternatively assessed | 0 |
| Percent of students alternatively assessed | 0 |
| SUBGROUP SCORES | |
| 1. Other 1 | |
| Average Score | |
| Number of students tested | |
| 2. Other 2 | |
| Average Score | |
| Number of students tested | |
| 3. Other 3 | |
| Average Score | |
| Number of students tested | |

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA

Test: Terra Nova 3rd Edition

Grade: 5

Edition/Publication Year: 2008

Publisher: CTB-McGraw-Hill

Scores are reported here as: Percentiles

| | |
|--|-----------|
| School Year | 2015-2016 |
| Testing month | Mar |
| SCHOOL SCORES | |
| Average Score | 71 |
| Number of students tested | 57 |
| Percent of total students tested | 100 |
| Number of students alternatively assessed | 0 |
| Percent of students alternatively assessed | 0 |
| SUBGROUP SCORES | |
| 1. Other 1 | |
| Average Score | |
| Number of students tested | |
| 2. Other 2 | |
| Average Score | |
| Number of students tested | |
| 3. Other 3 | |
| Average Score | |
| Number of students tested | |

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA

Test: Terra Nova 3rd Edition

Grade: 7

Edition/Publication Year: 2008

Publisher: CTB-McGraw-Hill

Scores are reported here as: Percentiles

| | |
|--|-----------|
| School Year | 2015-2016 |
| Testing month | Mar |
| SCHOOL SCORES | |
| Average Score | 81 |
| Number of students tested | 38 |
| Percent of total students tested | 100 |
| Number of students alternatively assessed | 0 |
| Percent of students alternatively assessed | 0 |
| SUBGROUP SCORES | |
| 1. Other 1 | |
| Average Score | |
| Number of students tested | |
| 2. Other 2 | |
| Average Score | |
| Number of students tested | |
| 3. Other 3 | |
| Average Score | |
| Number of students tested | |

NOTES: