

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. Susan McDonough

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

Official School Name Saint John's Catholic School

(As it should appear in the official records)

School Mailing Address 43900 St. John's Road

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

City Hollywood State MD Zip Code+4 (9 digits total) 20636-3253

County St. Mary's County

Telephone (301) 373-2142 Fax (301) 373-4500

Web site/URL http://www.sjshollywood.org E-mail mcdonoughs@sjshollywood.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*Mr. William Ryan E-mail ryanw@adw.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Archdiocese of Washington DC Tel. (301) 853-4590

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. James Norris
(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	4	17
K	11	10	21
1	10	6	16
2	15	11	26
3	12	14	26
4	7	5	12
5	4	8	12
6	13	17	30
7	7	14	21
8	13	13	26
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	105	102	207

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 2 % Asian
 - 3 % Black or African American
 - 0 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 89 % White
 - 6 % Two or more races
 - 100 % Total**

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

5. Student turnover, or mobility rate, during the 2015 – 2016 school year: 9%

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	14
(2) Number of students who transferred <i>from</i> the school after October 1, 2015 until the end of the 2015-2016 school year	5
(3) Total of all transferred students [sum of rows (1) and (2)]	19
(4) Total number of students in the school as of October 1, 2015	208
(5) Total transferred students in row (3) divided by total students in row (4)	0.091
(6) Amount in row (5) multiplied by 100	9

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

English Language Learners (ELL) in the school: 3 %
6 Total number ELL

7. Students eligible for free/reduced-priced meals: 0 %
Total number students who qualify: 0

8. Students receiving special education services: 12 %
25 Total number of students served

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

<u>1</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>7</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>4</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>13</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

9. Number of years the principal has been in her/his position at this school: 4
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	11
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.	5
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 19:1
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	96%	96%	97%	95%	95%
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. John's School is dedicated to the spiritual and academic development of each student through Christian principles revealed in the life of Jesus, while instilling the value of community in the ministry of service to others.

PART III – SUMMARY

St. John's School (SJS) is a fully accredited Pre-K through 8th grade parochial school located in Hollywood, Maryland. St. John's School opened on September 12, 1923 under the leadership of Rev. Joseph M. Johnson, S.J. Grades 1 through 4 were taught in the sacristy of St. John's Church and grades 5 through 8 were taught in a second story room over the sacristy of the Church. On May 20, 1924 the white frame section of the school was completed as a four-room school building. Over the next 30 years, student enrollment at SJS increased. As a result, in June of 1952, an additional section of the school was built onto the original structure. Four more classrooms and a large multi-media room were added to the original 1923 structure. In the spring of 2006, construction began on the Monsignor Harris Center, a multi-purpose facility that would serve the St. John's School and Parish communities. Construction of the Monsignor Harris Center was completed in the fall of 2007.

On Saturday, February 10, 2010, after a heavy snowstorm had affected the Southern Maryland region, the "1953" section of the school building collapsed under the weight of the snow. The collapse of the 1953 section of St. John's School was deemed "catastrophic" and that section was completely demolished. The original 1923 section was not affected by the collapse; however, during the course of the rebuilding of the collapsed section, a capital campaign was established for a complete renovation of the 1923 section of the building.

During the time of the rebuilding and renovation of SJS, students and staff were able to utilize an empty school building that was located approximately 30 minutes away. St. John's School reopened its doors to students on January 4, 2011, less than one year after the collapse. SJS was rebuilt with technological advances, such as Smart Boards in every classroom, a new computer lab with 30 computers for student use, 20 student laptops, a fully functional science lab, a 16-camera security system, iPads, and Wi-Fi throughout the building.

While the collapse of SJS was quite a devastating event for the community, it proved to be a blessing. With declining enrollment in the years prior to the collapse, the brand new building appealed to many families in the area. One year after the collapse, St. John's School's enrollment increased from 142 students to 184 students. The school has seen a steady 3-4 % increase in enrollment in each of the last 4 years. At the end of last school year (2015-2016), SJS had the highest enrollment in 10 years with 224 students.

Since October 1, 2016, two more students enrolled at SJS which brings the total current enrollment to 209. The school saw a slight decline in enrollment for this year. This was due, in part, to a significant number of military families who were transferred domestically and internationally. St. John's School also serves many families that are members of our military and families that work at Patuxent River Naval Air Station. Many of the school families have been members of the school community for generations, as well.

The entire staff of SJS has a strong commitment to forming the whole student. SJS challenges students on many levels to develop their academic, emotional, physical, social and cultural awareness. This is done through many different and innovative avenues.

In 2009, SJS piloted the National Defense Education Program (NDEP), which sponsored an in-school robotics program. The NDEP was in line with the Science, Technology, Engineering, and Math (STEM) integration at St. John's School.

The STEM program at SJS has gone even further in an effort to include the school's Catholic identity and the arts into the program. In the last two years at SJS, the STEM initiative has become the STREAM initiative-Science, Technology, Religion, Engineering, Arts, and Math. The faculty has embraced this initiative and has worked collaboratively with the school's STEM coordinator to engage students at many different levels of instruction, not just in science and math classes.

In conjunction with St. John's School's STREAM initiative, the school's arts program offers students many opportunities to showcase their God-given talents with such programs as SJS's chorus and band

performances, as well as the school's annual spring musical.

SJS incorporated the Accelerated Reader program into the curriculum as a supplemental program to enrich students' reading and comprehension levels during the 2012-2013 school year. In the spring of 2016, St. John's School initiated 19 students in to the school's newly formed chapter of the National Junior Honor Society.

Developing the whole student is crucial in today's society. St. John's School creates a safe environment that teaches the value of one's education and the value of community, love, and the Christian message through one's action.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

The curriculum at St. John’s School is quite rigorous. SJS follows the standards set by the Archdiocese of Washington. The standards used in instruction are designed to engage the individual student on many different levels based on the student’s ability. Teachers develop lesson plans that are student-centered and are meaningful to the student. In the areas of reading and mathematics, Scantron scores are used by teachers to place students in differentiated ability-based groupings.

Reading

At SJS, students in grades K through 2 use the Superkids reading program. The Superkids program is an excellent approach to teach reading to younger students. Regular assessments assist in creating differentiated skills-based groupings of students for given curriculum standards. The Superkids program is a virtues-based program that complements the school’s Catholic identity and Virtue of the Month initiative.

Students in grades 3 through 5 utilize the Houghton Mifflin Harcourt Journeys reading series. Instruction from this series focuses on foundations of reading, comprehension of different genres of literature, writing, and multi-media learning to include technology. Additionally, teachers use grade appropriate novels throughout the school year in grades 3 through 5 to meet the curriculum standards for instruction.

The middle school reading program has recently undergone a significant change. While keeping with Archdiocesan curriculum standards, teachers have incorporated the use of novels and classical literature as the primary tool for instruction. Middle school students are challenged by reading these novels. Students are more fully able to: identify elements of literature, appreciate different genres of literature, use critical and higher-level thinking skills, and write constructive-based responses.

Furthermore, SJS enhances its reading curriculum through the Accelerated Reader program, which allows independent reading and assessments for students in grades 1 through 8.

Mathematics

The mathematics curriculum at SJS exceeds the standards set by the Archdiocese of Washington. By combining Saxon Math with leveled math groups that are ability-based, SJS is able to provide students with foundations they will need for success in high school and college.

Saxon Math instills basic mathematical concepts within the minds of students. It allows students to learn, revisit, and apply concepts through questions that demand critical thinking and reasoning. This promotes problem solving among students at all levels. Teachers ensure that students’ confidence in their math abilities continually increases. Through formative and summative assessments, teachers are able to deduce that students clearly understand and are able to apply the learned math concepts.

SJS allows students to move through the math curriculum at their ability level. SJS offers both a standard and an accelerated track in grades 6 through 8, with an enrichment option to higher-level students in grade 5. This allows for differentiation across ability levels that are demonstrated by students. Smaller math classes provide more individual instruction for students. At the conclusion of 8th grade, all graduates will have successfully completed either pre-algebra or Algebra I.

Science

At SJS, the approach to science education recognizes the need to value both the scientific experimental approach to research as well as the engineering processes for research and design. Grades Pre-K through 8 experience science in the laboratory and classrooms. This brings together these aforementioned disciplines. Purposeful and differentiated scaffolding of STREAM skills works to develop the confidence and the knowledge base of all students. This further builds their proficiency in inquiry, scientific documentation, critical thinking, and communication. Classroom computers and laptops allow students to experience virtual labs, perform research, collect data, and prepare presentations.

Social Studies

The Social Studies curriculum at SJS focuses on the student's role in in the world and their connection to the past, present, and future of the world. The curriculum is designed to engage learners through different modes of presenting and assessing materials. Students study Maryland History, U.S. History, World History, and World Cultures in grades 4 through 8.

Grades K through 3 use the series, "My World," published by Pearson. It focuses on asking the "Essential Question" to explore and understand concepts with family, community, and the world. By incorporating "Backward Design", the program teaches content through engaging lessons and hands-on activities. Teachers use assessments to summarize the main idea of each chapter.

Pre-Kindergarten

SJS's Pre-Kindergarten curriculum is a well-balanced program, which provides for the academic, social, emotional, and spiritual needs of four year olds. Students learn through play, exploration, and academically based learning activities. This curriculum is aligned with the Archdiocese of Washington academic standards in Mathematics, Language Arts, Science, Social Studies, Music, Visual Arts, and Physical Education. Foreign language and computer/technology classes are offered, too. The Image of God textbook is used to incorporate Catholic Identity into everything the students do and learn. Pre-K gives students a great foundation to prepare them for future academic success.

2. Other Curriculum Areas:

In addition to rigorous academic programs, St. John's School offers other curriculum areas that allow students to share and explore their God-given talents and to incorporate the use of multi-media and foreign language into their SJS experience. Extracurricular clubs such as Student Council, Safety Patrol, Spelling Club, FLL (First Lego League), Running Club, National Junior Honor Society, Boys' and Girls' Basketball, and Cheer leading are available for student participation. Students have the opportunity to share their love of the Catholic faith by participating as altar servers, cantors, and lectors during weekly school masses and monthly parish masses.

Visual Arts/Performing Arts

The arts programs at SJS have always emphasized the importance of individual creativity and academic excellence whether it be in music, chorus, band, or visual arts. The music and visual arts curriculum not only address the standards but go above and beyond to create a well-rounded art student.

Visual Arts is experienced once a week in grades Pre-K through 8. Art is addressed in three main concepts: art history, artistic technique, and application of these concepts through projects. Students have opportunities to enter their art and demonstrate their talents in the St. Mary's County Fair and the local Middle School Fine Arts Showcase.

The Music curriculum emphasizes music appreciation, knowledge in music history and theory, overviews to various instruments, and class choral performances. Grades Pre-K through 8 meet once a week.

SJS holds a Veterans Day Program every year in November which embodies the commitment to patriotism among the school and military communities. Grades Pre-K through 8 perform a musical selection, 8th graders partake in color guard by displaying each military branch flag, and the veterans in the SJS community are invited to stand and be recognized during the program.

At Christmas time, SJS hosts "Advent Lessons and Carols" to celebrate the traditions of using song to rejoice in the birth of Jesus Christ. All grades participate and perform a specific song for the entire school community. Students in grades 5 through 8 have an opportunity to perform in the spring musical where dramatic arts, music, and visual arts collaborate. The community is invited to attend all school-sponsored events.

Physical Education/Health/Nutrition

In PE, grades Pre-K through 8 receive weekly instruction with an emphasis on development, participation, respect, and sportsmanship for all skill levels. A variety of different activities are utilized for both anaerobic and aerobic exercises, and multiple ranges of coordination are practiced. Grades 4 through 8 have fall and spring mile runs to gauge improvement, along with push-up tests, pacer tests, and sit-and-reach tests to measure progress.

Foreign Language

St. John's School is in compliance with the program's foreign language requirement. Spanish is taught in grades Pre-K through 8. Students in grades Pre-K through 5, are taught Spanish once each week. Students in grade 6 and 7 are taught Spanish 3 times each week, and students in grade 8 are taught Spanish 4 times each week.

Technology

Technology coursework is designed to meet the students' needs at their grade level. It is a streamlined curriculum that incorporates typing practice, Microsoft Office Suite, digital citizenship, computer science basics, and introduction to coding. At SJS, the technology curriculum teaches proficiency and utilization of multiple software and hardware platforms including Windows, Chromebooks and Apple/iOS. STREAM principles are highlighted in all grades. Coursework is tailored for successive grades that meet ISTE and Archdiocesan standards.

Library/Media

St. John's School currently has two libraries; a primary library for grades Pre-K through 2 and a main library for grades 3 through 8. Grades Pre-K through 8 visits the library once a week. All library books in circulation are labeled according to the Accelerated Reader (AR) Program to ease the checkout process. The library period functions as a cross-curricular resource for reading and for writing. All students know their reading levels and can easily select books for their reading pleasure. During library, students can access the AR program and take quizzes to earn points towards their Reading grade. The main library also functions as a research facility with the computers and non-fiction materials in circulation.

3. Instructional Methods, Interventions, and Assessments:

At St. John's School there are many ways students are assessed across grade levels. From the start of an SJS student's educational career, a portfolio is created in the office and at the grade level of that student. Data is gathered about the student from day one of their enrollment.

Data is used as a tool for teachers to help differentiate instruction within the classroom. This both challenges students and assists students who are struggling below grade level. It is also used to identify students considered to be "at risk" of falling short of grade appropriate ADW standards. Students in the "at risk" category receive further evaluation by the resource teacher and the Student Assistance Team.

St. John's School uses several guides when assessing students. The Scantron Performance Series is administered three times a year: fall, winter, and spring. The series helps to identify overall growth in a student and if grade level appropriate standards are being met in the areas of reading and math. Fall assessment scores are discussed with parents during conferences in November. Spring assessment scores are sent home at the end of the year with the final report card.

SJS's Accelerated Reader Program (AR) offers the teachers an opportunity to see an approximate reading level for each student. Immediate results are given once the Standardized Testing and Reporting (STAR) test has been completed (computer-based). The test allows teachers to identify the student's ability both at an independent and instructional level. It also alerts teachers to students who are below the benchmark(s) for their grade level and who need immediate intervention. Books in the school's library are numbered on the AR Coding System and the librarian assists the students in choosing appropriate books based on their STAR assessment scores. The books contain point values based on complexity of content and Lexile level. Teachers set a point goal for each student to meet by the end of each quarter.

Students in grades K through 2 use the Superkids Reading program, which builds their phonemic and

phonological awareness. The program helps students with: blending short and long vowel sounds, identifying sight words, reading fluency, constructing proper sentence structure, and using correct grammar. The program is divided into several units. Students complete a computer-based assessment at the end of every 2 units. The test provides the teacher immediate feedback and categorizes the aforementioned areas, which helps the teacher recognize areas of strengths and weaknesses in each student.

Teachers use the Scantron Performance Series as well as the Scantron Achievement Series when gathering data about students' math and reading proficiencies. Saxon Math is used in grades K through 8, with the exception of higher leveled algebra students, which use the Prentice Hall Algebra series. The Saxon Math series offers benchmark tests that can be given upon a student's enrollment to the school to assist in the student's proper placement.

In grades K through 4, teachers continuously assess students' math ability levels through unit tests and differentiate within the classroom based on test performance. Beginning in grade 5, students are put into small group placement. For example, 5th grade students who are achieving above grade level are placed in an enrichment group where they access 6th grade standards. This puts them on a track to be placed in higher-leveled math in middle school. Likewise 6th, 7th, and 8th grade students who are performing a grade level above placement can be grouped in higher-leveled math classes. 8th grade students who exceed proficiency in middle school math are placed into the Algebra class.

Teachers use methods of visual observation, informal assessments (these vary at grade level), anecdotal note taking, and summative and formative assessments on a daily basis. They adjust lesson plans, form groups, and identify children who are at risk, on grade level, or above grade level in this way.

Technology is frequently integrated into the curriculum at SJS. St. John's School has a state-of-the-art computer lab with 30 computers. Classrooms are equipped with interactive Smart Boards, Chromebooks, and personal computers. The school purchased 30 iPads that are used in classrooms for different technology-based learning activities. SJS also uses many online resources in the classroom such as Class Dojo, Brain Pop, Spelling City, StoryBoardThat.com, Khan Academy, and other software programs.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

St. John's School offers a variety of ways to engage and motivate students. The entire staff at SJS assists in forming the whole student in spirit, mind, and body. SJS's mission statement is as follows: St. John's School is dedicated to the spiritual and academic development of each student through Christian principles revealed in the life of Jesus, while instilling the value of community in the ministry of service to others.

In an effort to form the spirit and foster the faith of the students, SJS began a Virtue of the Month initiative. Each month, students and staff focus on one of the following virtues: humility, temperance, patience, charity, kindness, diligence, and chastity. Students that display these virtuous behaviors are recognized in the school. For grades Pre-K through 2, a student receives a different colored paper "hand" to hang on the Rainbow of Virtue wall to illustrate the virtue that was shown by the student. In grades 3 through 8, students receive a "leaf" to place on The Tree of Virtue to illustrate the virtue that was shown by the student.

SJS fosters Big Brother/Big Sister activities which allows for the older students to mentor the younger students. This is accomplished through classroom activities, field trips, and during the school's masses. For students in middle school, Eucharistic Children Helping Others (ECHO) engages students to participate more fully in their faith and service to their school and others.

SJS focuses on forming the mind of its students. St. John's School's STREAM initiative (Science Technology Religion Engineering Arts Mathematics) allows students to add their Catholic identity as well as an art component to the already existing STEM program. Catholic history and connections, combined with artistic planning on the part of the student, set the STREAM initiative far apart from other academic institutions.

Last school year, SJS received its charter as a new member of the National Junior Honor Society (NJHS). Students in grades 6 through 8 were nominated to apply for NJHS based on their academics, service, leadership, character, and citizenship. In the spring of 2016, 19 students at SJS were inducted into the school's chapter of NJHS.

The faculty of SJS is united in the mission to meet the needs of all students. The faculty feels supported and valued as a member of the school community. The administration's "open-door policy" allows for communication at all levels. Collaboration among the staff is evident in their monthly grade level meetings, their willingness to mentor new staff members, and in the professional events that are planned for faculty. An annual end-of-the-year round table discussion is held each year, as well. Staff members are given an opportunity to discuss commendations and recommendations openly. This allows for staff members to feel a sense of value and purpose in the mission of St. John's School.

2. Engaging Families and Community:

SJS is a tightly knit family community. It is a generational school with a long line of school children being 3rd and 4th generation students. SJS understands the need to embrace new families and to appreciate the current families.

Communication is a key component between the school, parents, and community. SJS uses several avenues to keep families informed of student progress and school events. With the introduction of the student information system, Rediker, parents are able to view students' current grades, as well as an electronic copy of their child(ren)'s report card.

St. John's School's use of School Messenger allows for phone calls, text messages, and/or emails to be used to inform parents of weather-related closures and special events at the school, such as school performances, Grandparents Day, Fall Festival, non-uniform tag days, and volunteer opportunities.

Weekly bulletins are sent electronically to parents to help further communication.

St. John's School's web page is updated frequently. For potential families, the website gives the school's mission statement, the school's history, and the biographies about the principal and staff. The website is a useful tool for current families to see daily homework, to view pictures of students and recent school-related activities, and to get the latest updates on events happening within the school.

SJS's use of social media sites allows for families to view the school's Facebook and Twitter pages. New posts of student activities are frequently uploaded to St. John's Facebook and Twitter pages. This allows for the digital community to see students participating in a science experiment, exploring on a field trip, sharing in works of charity for others, or enjoying a fun STREAM activity.

Students at SJS participate once a month in a "Student Sunday Mass." Typically, the last Sunday of each month, students are selected to participate in the Sunday Mass at St. John's Church as lectors for the Bible readings and as gift bearers. At the conclusion of the Student Sunday Mass, one student is selected to deliver a brief testimonial to share why they love going to St. John's School. This fosters the relationship between our school and parish communities.

3. Professional Development:

Teachers at SJS are required by the Catholic Schools Office (CSO) to participate in 60 hours of professional development, 10 of which must address religious education aspects of their jobs. Teachers are expected to seek and maintain a valid Maryland, Virginia, or Washington, DC certificate as well as to complete an approved religious education certification. On-going professional development deepens knowledge and pedagogical skills of novice and veteran instructors. The administration is committed to providing funds, resources, and schedules that promote this. Utilizing school and Scantron data, SJS's instructional team sets content area goals and asks teachers to consider these goals as they create Professional Development Plans each year.

Each teacher has an annual allotment from the parish of \$600.00 to use for professional development. Additional funds are available through grants, especially the Title II funds. The Archdiocese of Washington (ADW) also has scholarships available for those seeking certification and has arranged for tuition discounts through Notre Dame of Maryland University. Recently, the ADW began a low-cost certification program for its current teachers. Teachers have access to the Catholic Summer Institute which offers credit courses that are designed to meet areas of school improvement interest. A Wednesday series was also instituted last year. Classes are free and administrative leave is provided for teachers to attend. Four staff members have attended the ADW Leadership Academy. The resource teacher attends workshops that provide information on resources available through the public school system, accessing services, and current trends in providing support.

After courses or workshops teachers are invited to share information and techniques at faculty meetings. Two examples would be: a writing workshop presented to faculty and a mini-presentation on using formative assessments. Technology coaches from the CSO have visited SJS to provide in-house workshops on internet tools for writing, publishing, formative assessment, differentiated instruction, and assistive technology. Teachers participate in fall and spring CSO sponsored collaboration days. These sessions include keynote speakers and a variety of workshop sessions designed in response to communicated ADW schools' needs.

Professionals are brought to school or live-webinars are made available for special training on new equipment, systems, or for leadership training. Health and safety issues merit training sessions at the beginning of each academic year. Several staff members have recently completed CPR and first aid training through the school. Lastly, teachers are encouraged to join professional societies and share information and journals with colleagues.

4. School Leadership:

School leadership at St. John's School cultivates an atmosphere of leadership among the entire school. This encourages each person to use his or her individual talents to benefit the school community as a whole.

School leadership is comprised of the pastor of St. John Francis Regis Parish, the principal of St. John's School, and the school's leadership team. The pastor has served the school community in his role for 12 years, and the principal has served the school community in the role as teacher for 11 years, and in 2012 was appointed principal. While the pastor and principal possess administrative authority over the school and its policies, the leadership team serves as a liaison between faculty and staff and the pastor and principal. The presence of the leadership team promotes more effective and efficient leadership within the school community. The leadership team consists of teachers from each grade level.

The administrative leadership at St. John's School leads by example, fostering an atmosphere in which everyone within the school community is motivated to fulfill leadership roles.

Furthermore, teachers are represented on the School Advisory Board, Home and School Association, and a variety of other committees as well. The teachers of St. John's School lead many student organizations, to include Student Council, Safety Patrol, Robotics, Spelling Club, National Junior Honor Society, and ECHO. Many teachers serve students as tutors and coaches.

Students at SJS follow the example set forth by the administration and teachers. Consequently, many students are in leadership roles within the school. Students serve as lectors, cantors, altar servers, and they assist younger students each week during Mass. Students hold officer positions in: Safety Patrol, NJHS, and Student Council. A large percentage of St. John's School students participate in service endeavors throughout the school community, while even a larger percentage of students are academic leaders.

Parents at SJS also fulfill leadership roles within the school community. Parents serve on the School Advisory Board and the Home and School Association. Parents accept a leadership role in major fundraisers for the school or other various volunteer opportunities that support the school. SJS's parents join the administration, faculty, staff, and students in the effort to facilitate the success of this great school.

PART VI – STRATEGIES FOR ACADEMIC SUCCESS

The administration and faculty of St. John’s School recognizes the need for all students to achieve success and pride in their academic career. Establishing this in the minds of all students is crucial. SJS does a phenomenal job in fostering success in students. Even from the youngest students in Pre-K to the oldest students in grade 8, the commitment to all students from the administration and faculty is undeniable. This commitment to the students is achieved in many ways.

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? \$7250
(School budget divided by enrollment)

4. What is the average financial aid per student? \$1808

5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 15%

6. What percentage of the student body receives scholarship assistance, including tuition reduction? 36%

PART VIII – ASSESSMENT RESULTS FOR NORM-REFERENCED TESTS

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: Performance Series

Grade: 3

Edition/Publication Year: 2011

Publisher: Scantron

**Scores are reported here
as:** Percentiles

School Year	2015-2016
Testing month	May
SCHOOL SCORES	
Average Score	75
Number of students tested	14
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
Edition/Publication Year: 2011

Test: Performance Series
Publisher: Scantron

Grade: 4
Scores are reported here as: Percentiles

School Year	2015-2016
Testing month	May
SCHOOL SCORES	
Average Score	84
Number of students tested	16
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
Edition/Publication Year: 2011

Test: Performance Series
Publisher: Scantron

Grade: 5
Scores are reported here as: Percentiles

School Year	2015-2016
Testing month	May
SCHOOL SCORES	
Average Score	71
Number of students tested	24
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
Edition/Publication Year: 2011

Test: Performance Series
Publisher: Scantron

Grade: 6
Scores are reported here as: Percentiles

School Year	2015-2016
Testing month	May
SCHOOL SCORES	
Average Score	67
Number of students tested	24
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
Edition/Publication Year: 2011

Test: Performance Series
Publisher: Scantron

Grade: 7
Scores are reported here as: Percentiles

School Year	2015-2016
Testing month	May
SCHOOL SCORES	
Average Score	71
Number of students tested	27
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
Edition/Publication Year: 2011

Test: Performance Series
Publisher: Scantron

Grade: 8
Scores are reported here as: Percentiles

School Year	2015-2016
Testing month	May
SCHOOL SCORES	
Average Score	80
Number of students tested	26
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
Edition/Publication Year: 2011

Test: Performance Series
Publisher: Scantron

Grade: 3
Scores are reported here as: Percentiles

School Year	2015-2016
Testing month	May
SCHOOL SCORES	
Average Score	73
Number of students tested	14
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
Edition/Publication Year: 2011

Test: Performance Series
Publisher: Scantron

Grade: 4
Scores are reported here as: Percentiles

School Year	2015-2016
Testing month	May
SCHOOL SCORES	
Average Score	81
Number of students tested	16
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
Edition/Publication Year: 2011

Test: Performance Series
Publisher: Scantron

Grade: 5
Scores are reported here as: Percentiles

School Year	2015-2016
Testing month	May
SCHOOL SCORES	
Average Score	70
Number of students tested	24
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
Edition/Publication Year: 2011

Test: Performance Series
Publisher: Scantron

Grade: 6
Scores are reported here as: Percentiles

School Year	2015-2016
Testing month	May
SCHOOL SCORES	
Average Score	69
Number of students tested	24
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
Edition/Publication Year: 2011

Test: Performance Series
Publisher: Scantron

Grade: 7
Scores are reported here as: Percentiles

School Year	2015-2016
Testing month	May
SCHOOL SCORES	
Average Score	77
Number of students tested	27
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
Edition/Publication Year: 2011

Test: Performance Series
Publisher: Scantron

Grade: 8
Scores are reported here as: Percentiles

School Year	2015-2016
Testing month	May
SCHOOL SCORES	
Average Score	69
Number of students tested	26
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: