

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 Sr. Catherine Irene Masino

(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 340 Manor Ave

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

City Downingtown State PA Zip Code+4 (9 digits total) 19335-2543

County Chester

Telephone (610) 269-8999 Fax (610) 269-2252

Web site/URL http://stjosephrc.org/school/ E-mail office@stjosephrc.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. Debra Brillante E-mail dbrillante@archphila.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Archdiocese of Philadelphia Tel. (215) 587-3585

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 N/A N/A N/A
(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	27	28	55
K	36	26	62
1	35	33	68
2	20	21	41
3	27	30	57
4	37	22	59
5	25	27	52
6	29	40	69
7	22	25	47
8	33	32	65
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	291	284	575

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 3 % Asian
 - 1 % Black or African American
 - 2 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 90 % White
 - 4 % 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: 1%

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	1
(2) Number of students who transferred <i>from</i> the school after October 1, 2015 until the end of the 2015-2016 school year	7
(3) Total of all transferred students [sum of rows (1) and (2)]	8
(4) Total number of students in the school as of October 1, 2015	615
(5) Total transferred students in row (3) divided by total students in row (4)	0.013
(6) Amount in row (5) multiplied by 100	1

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

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

7. Students eligible for free/reduced-priced meals: 5 %

Total number students who qualify: 31

8. Students receiving special education services: 5 %
30 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>4</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>3</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>13</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>8</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>1</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: 9
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers including those teaching high school specialty subjects	25
Resource teachers/specialists/coaches e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	9
Paraprofessionals under the supervision of a licensed professional supporting single, group, or classroom students.	14
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

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 22:1
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	94%	95%	98%	98%	97%
High school graduation rate	0%	0%	0%	0%	0%

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

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

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.
Yes 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 provides a strong Catholic education rooted in faith, academics and service. Students are inspired and encouraged to imitate the qualities of patron, Saint Joseph.

PART III – SUMMARY

Grounded in Faith, Giving through Service, Growing in Knowledge

Since its founding in 1954, St. Joseph School has provided a strong Catholic education rooted in faith, academics and service. St. Joseph School is committed to creating a Christ-centered, learning environment where students are a vital part of a Catholic faith community.

St. Joseph Catholic School provides academic instruction from Kindergarten to Eighth Grade. St. Joseph School offers an education that combines Catholic tradition with academic excellence. As a community grounded in humility, compassion and self-respect, students are inspired and encouraged to imitate the qualities of the school's patron, Saint Joseph.

St. Joseph School is fully accredited by the Middle States Association and is a member of the National Catholic Educational Association (NCEA).

The school houses 28 classrooms, an Honors Math room, a technology lab, a science lab, a library, a music room, a band room, an art room, a gymnasium, a cafeteria, a Pre-K playground, and a recess yard. Students in Grades 6 – 8 are provided with a middle school environment, which includes lockers and the changing of classes.

Over the years, St. Joseph has fostered the capabilities of the students in a safe, Christ-centered atmosphere, creating a learning environment rich with dialogue, inquiry, exploration, and risk-taking, while empowering students to take an active part in the learning process. The school's challenging, faith-infused academic curriculum, dedicated teachers, strong school community and state-of-the-art technology allow students to utilize their gifts to be prepared as life-long learners through the 21st Century.

To support the curriculum, the school has brought in the The Lab Learner™ science education program, which provides a fully equipped in-school laboratory for hands-on learning. All classrooms have been enhanced with a SMART Board truly integrating technology into the curriculum. The use of Chromebooks, iPads and Apple TV allow students to engage in active learning.

St. Joseph is truly a school community. Programs and traditions are in place that create that sense of community, such as class buddies which allow different age groups to participate together in activities throughout the year which builds relationships that last beyond their years at St. Joseph School. Students celebrate holidays and holy days with the annual All Saints Day program, Mission Day, Christmas pageant with a living Nativity, praying of the Rosary, Stations of the Cross and a Passion Play. Other annual events include Field Day, field trips and graduation activities. Students are encouraged to begin a life-long pattern of serving by giving of their time, talent and treasures in a variety of projects including food drives, the Advent Giving Tree, performances for senior citizens, visits to St. Martha Manor, cards for servicemen and clergy, and various fundraising activities. St. Joseph School truly believes that students gain a sense of security and belonging as they participate in these traditional events and activities.

St. Joseph School emphasizes the importance of developing and using one's gifts and talents with participation in the annual Art Show, Talent Show, and activities such as Band and Chorus. St. Joseph students participate in the County Science Fair, the Diocesan Band Festival and Art Show and Math Counts competitions. After school activities include Science Explorers, Student Council, Cub Scouts, Boy Scouts, Girl Scouts, Little Flowers, Drama and Newspaper. A number of students are involved in all levels of sports competition within the Parish's Catholic Youth Organization (CYO).

The school community is blessed by the support of parents whose countless volunteer hours and dedication have made positive impact in the school. A number of parents are alumni of the school.

The administration, teachers, parents, and staff of St. Joseph School are committed to providing a Christ-centered excellence in academics and a caring, family environment which facilitates learning and the spiritual, social, emotional and physical growth of the school's students.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

St. Joseph School offers an education that combines Catholic tradition and academic excellence. The students are actively engaged in a comprehensive curriculum that is aligned with the instructional guidelines of the Archdiocese of Philadelphia and the Common Core State Standards. Through rigorous academics, varied assessments and instructional techniques, every student's unique gifts and talents are valued as they are prepared to be life-long learners through the 21st century.

English Language Arts (ELA)

The foundational skills of reading, writing, speaking, and listening of English Language Arts are integrated across the curriculum. In the primary grades, the reading program focuses on phonemic awareness, comprehension, fluency, and vocabulary development. Using progress monitoring and benchmark assessments, teachers identify areas of strength and weakness as they strive to meet individual needs. In Grades 4 and 5, greater emphasis is placed on developing higher level vocabulary and comprehension skills and strategies. In the upper grades, the students apply their foundational skills to analyzing, interpreting, and discussing novels. Throughout the grades, the writing process is taught, modeled, practiced, and then applied in all subject areas. Grades 7 and 8 utilize Google Classroom as their primary mode for their work to be completed, shared, and evaluated. All grades integrate speaking and listening through oral reports, skits, poetry cafes, Book Talks, and vocabulary presentations. Students have the opportunity to further develop their writing skills by participating in the essay and poetry contests or contributing to St. Joseph School's digital newspaper, Hawk's Eye View.

Mathematics

The mathematics curriculum follows the Common Core States Standards. In Grades K to 5, students receive a solid foundation in the operations of whole numbers, fractions, and decimals. Through a strong emphasis on modeling and mathematical reasoning, students develop the correct mathematical procedures and solid conceptual understanding. In the middle school years, the curriculum focuses on applying the foundational skills to geometry, algebraic reasoning, probability, and statistics. Beginning in Grade 4, students are grouped homogeneously in mathematics. Following the criteria of the Archdiocese of Philadelphia, eligible students are placed in the Honors Math Program. These students will take Algebra I in Grade 8 and will be required to pass the Algebra I Acuity math test. For students who need remediation and extra support, the Chester County Intermediate Unit (CCIU) will work with small groups from Grades 1 to 3 and will push into the math classrooms in Grades 4 to 8. Additional mathematical enrichment is available for students in Grades 7 and 8 through participation in the IHM Math Contest. Students in Grades 7 and 8 have the opportunity to meet weekly as part of the Math Counts team and compete locally every January. Weekly STEM activities and projects are a vital part of the Honors Math program at St. Joseph School.

Science

The science curriculum is aligned with the LabLearner™ program. Beginning in Kindergarten, students actively participate in the science lab. Topics are broken down into cells and then into investigations. Students test their background knowledge, receive instruction in the topic and terms, and conduct experiments to apply their new skills and information. Using Student Data Record books, students implement the scientific method to record, analyze, and interpret their results. Throughout the investigations and their collaborative work in the science lab, the ELA skills are fully integrated. Additionally, students in Grades 4 to 8 may participate in the school science fair. All students must participate in the school science fair in either Grade 7 or 8. The top qualifiers from the St. Joseph School Science Fair move on to compete in the Chester County Science and Research Competition. The Science Explorers is an after-school club that provides enrichment for students in Grades K to 5.

Social Studies

The social studies curriculum explores history, geography, civics, and economics. Through the study of the past and the discussion of current events, the students acquire the skills needed for responsible, informed and engaged citizenship. Beginning in Kindergarten, the students learn how to work with others and within families and communities. Topics are expanded to include the study of government, the state of Pennsylvania, the Western and Eastern Hemispheres, and the history of the United States. The integration of the ELA skills are essential as students develop critical reading strategies as they use textbooks, maps, and technology. Scholastic news magazines and Discovery Education supplement the curriculum in many grades by presenting current events and relevant geographical and cultural topics. In Grade 4, every student must visit a historical site in Pennsylvania and present their information in a written and oral report.

Technology is used to enhance all of the core subjects. Every classroom has a SMART Board and an Apple TV. Over 120 i-Pads are available for students to practice skills or present material. Students in Grades 6 to 8 use the school's inventory of 116 Chrome Books for the Google Classroom.

Pre-Kindergarten

The Pre-Kindergarten program (3 and 4-year-old students) adheres to the early childhood guidelines of the Archdiocese of Philadelphia. The religious dimension is a strong component of the program as children learn simple prayers. Emphasis is placed on the development of the fine and gross motor skills, early language and writing skills, and the social, emotional, and physical development of each child. The Pre-K 4 classes participate in technology, physical education and library classes once a week. Due to strong collaboration among the teachers, Pre-K students transition well to Kindergarten.

2. Other Curriculum Areas:

Religion

St. Joseph School believes that the life of Jesus Christ is the foundation of all learning. As a result, religion is taught daily in all grades, from Pre-K to Grade 8. The Archdiocese of Philadelphia provides instructional guidelines for all grades. Class and school masses enrich the curriculum. Liturgical practices such as the Stations of the Cross, the May Procession Service, and prayer services enhance the religious dimension. Grades 7 and 8 attend Mass with their younger grade buddies and assist them at other social and prayer events. Service projects allow students to put their faith into action. An annual Mission Day helps to raise awareness and funds for those in need. Students also give witness to their faith as altar servers. Seminarians from St. Charles Borromeo Seminary visit the school weekly and instruct the 6th and 7th Grade students. Students are prepared for the reception of the sacraments of Reconciliation, Eucharist, and Confirmation. During the seasons of Advent and Lent members of the Student Council lead the school in a daily afternoon reflection.

Physical Education

St. Joseph School provides physical education once a week in Grades Pre-K 4 to 8. The program provides students with life-long habits of physical fitness, healthy nutrition, sportsmanship, and teamwork. The necessary skills required for team sports are taught at all grades. When the weather permits, the physical education classes may be conducted outside behind the St. Martha Center, the neighboring nursing home. Under the leadership of the physical education teacher, the academic year culminates with a field day for Grades 1 to 4 and Grades 5 to 7 and with a Kindergarten Fun Day.

Fine Arts

The study of the fine arts is strong at St. Joseph School. Students in Grades K to 8 have weekly classes in music and art. Using a comprehensive textbook series, classroom instruments, movement, singing and interactive technology, the students are actively engaged in the music classes. Musical talents and abilities are broadened through the participation in band, strings, or chorus, culminating in two concerts each year. Some students audition and perform with the Archdiocesan honor and festival chorus and bands. The art

curriculum introduces students to various artists and media in order to gain an appreciation of art and encourage confidence and creativity in producing art. Student work is displayed in the school. An art show culminates the year and every student has work displayed in the school. Eighth grade students display multiple art pieces in the cafeteria during the art show.

Spanish

St. Joseph School is in compliance with the program's foreign language requirement. Students in Grades 5 to 8 receive Spanish instruction once a week. Using the interactive and workbook components of Symtalk, the students begin with basic vocabulary instruction and progress to reading and writing simple paragraphs. Dialogue is an essential component of the Spanish program. Students receive instruction in the various Spanish countries and cultures. Students with an interest have the opportunity to join a nine-week Spanish Club in Grades 3 and 4.

Technology and Library

St. Joseph School recognizes the widespread use of technology in today's society and the need to be proficient, and has therefore committed to the weekly instruction of technology in all grades. The school has an updated technology lab. Recent upgrades to the infrastructure and to the server allow students to use the lab and wireless technology with efficient connectivity and speed. Students in the younger grades begin with the development of hand-eye coordination in order to manipulate the mouse prior to moving to the keyboard. Keyboarding skills are taught and practiced throughout the grades. Instruction in all components of Microsoft Office allow students to integrate charts, spreadsheets, and PowerPoint into their presentations. Students Grades 6 to 8 participate in 1:1 learning due the availability of i-Pads and Chromebooks. All grades have access to classroom i-Pad carts. All teachers recently guided their students through the national Hour of Code initiative. The school has a dedicated library, with instruction in library skills once a week for Grades Pre-K 4 to 4. Students are exposed to a variety of genres. Additionally, the Scholastic Book Fair, the Barnes and Noble Book Fair, and the Visiting Author programs foster a strong interest in reading across all grade levels.

3. Instructional Methods, Interventions, and Assessments:

The faculty, staff, and administration at St. Joseph School strive to meet the diverse educational needs of the students. Teachers are aware of the developmental levels of their students as well as their learning styles. Teachers utilize whole groups, small collaborative groups, centers, and one-to-one instruction to fully engage students in the learning process.

The faculty makes themselves available before and after school to assist students. In Grades K to 2, a teacher aide assists the classroom teacher by working with individual students or with small groups, as well as assisting students who require extra support. Problem-solving, manipulatives and hands-on strategies are essential components in mathematics and science instruction. Through modeling, peer review, and individual conferences, students develop and implement the stages of the writing process.

Technology plays an integral role in the instructional methods. The interactive Smart Board enables students to follow mathematical procedures, to review skills and strategies in all subjects, and to practice handwriting and the writing process. With i-Pads, students can practice sequencing, read and record stories, and monitor progress. The traditional workbook becomes interactive as the students use the SMART Board to complete tasks.

Teachers utilize a variety of assessments to monitor student progress. Formative assessments are used in all grade levels. These include teacher-generated tests, textbook assessments, quizzes, homework assignments and classwork. Summative assessments, including performance assessments and end-of-the-year diocesan assessments, also provide valuable insights about student learning. Rubrics are used for projects which are administered across all areas of the curriculum. Rubrics are explained prior to the completion of the projects. Alternate and authentic assessments, including oral presentations, demonstrations, and portfolios are used to assist the students who do not perform well on traditional assessments. They are also used to

provide students with an opportunity to develop concepts more deeply.

Parents can check their children's progress through a variety of ways. The school's student information system, My Students Progress, allows parents and students to view assessments as they are graded and recorded. Missing assignments are documented for families to monitor the students' work habits. Formal parent-teacher conferences are held in the first trimester, but emails, phone calls, and follow-up meetings occur throughout the year.

The Chester County Intermediate Unit provides additional support for students in Mathematics, Reading, and Speech/Language. In Grades K to 5, students receive small-group onsite instruction and remediation. Beginning in Grade 4, the math specialist partners with the classroom teacher to provide additional support. A pilot program for push-in classroom reading support is underway in Reading in Grade 6.

St. Joseph School has a strong Student Support Team (SST) which provides teachers and parents with a process for addressing academic and behavioral concerns. The SST meets weekly with teachers to discuss these concerns and recommend strategies to meet the educational needs of the students. If the SST determines that additional intervention is necessary, the team will meet with parents and teachers to develop a formal action plan. If the student still needs further assistance, the parents may request a formal educational evaluation from their local school districts. Students with Individualized Educational Plans (IEPs) can receive accommodations or modifications in order for the children to reach their highest academic potential.

St. Joseph School administers the Terra Nova 3 Common Core standardized test to grades K through 7 and the In-View cognitive assessment to grades 3 through 7 to provide an overview of the students' academic potential and achievement. The results of the Terra Nova assist the administration and faculty in identifying the strengths and weaknesses of the school programs and to formulate academic goals for the upcoming school year. Placement in the Honors Math program is determined as a result of the Terra Nova tests. These test scores are also used to determine the students who qualify to participate in the Neumann Scholarship Program for students in Grade 8 who will attend a high school sponsored by the Archdiocese of Philadelphia.

Through the Middle States Re-accreditation process, St. Joseph School utilized input from faculty, parents, and students to identify areas of strength and to establish an action plan for growth and improvement. St. Joseph School received Middle States Re-accreditation in November 2015.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

St. Joseph School takes pride in empowering students and preparing them for the 21st Century by promoting the spiritual, academic and personal growth of every child. The school's innovative programs and challenging curriculum provide an experience that supports Catholic teachings, instills a love of learning, and offers opportunities to help students develop socially and emotionally.

Students are greeted each morning by administration, faculty, staff and parent volunteers as they enter the school. The morning announcements provide updates on activities, winning sports teams, student awards and birthdays. However, it is the communal morning prayers and the reciting of the school's mission statement that brings the school together as a community and sets the path for the day.

St. Joseph School believes it is critical that students have the tools they need to support their academic growth. The school has invested in curriculum, technology and has brought in programs to aid in the student's academic and social development. Students in grades kindergarten through grade eight receive instruction from the school's guidance counselor. This curriculum educates students on self-esteem, relationships, and positive self-image and choices. Students also participated in the recent 2016 Computer Science Education Week's Hour of Code event and received support and guidance from the school's faculty as well as volunteers from the Microsoft Corporation.

St. Joseph School also integrates a spirit of fun and engagement into the school day. Student-centered events such as dress down days, St. Nicholas and St. Joseph days celebrations, Catholic School's Week programs, student appreciation events such as the Brain Show, and walk- and dance-a-thons. During this year's Monster Mash dance-a-thon, the students were treated to a flash-mob styled dance by the faculty and staff.

Teachers are provided with ongoing internal and external training opportunities, so that they have the knowledge and skills to do their jobs effectively and have the ability to develop personally and professionally. With the support of the Home and School Association, the school celebrates, recognizes and shows appreciation to teachers. The Home and School Association offers uniquely themed events such as holiday celebration luncheons, birthday and holiday gifts and back-to-school financial support for supplemental classroom supplies.

Valuing and celebrating each student's and teacher's unique gifts is the cornerstone of the school's culture. It has helped to create a school environment of inclusiveness and has empowered students, faculty and staff to bring their authentic selves to school each day to contribute their best work.

2. Engaging Families and Community:

St. Joseph School is truly a community school. It was the first, and remains the only Catholic elementary school, in the Downingtown area. The school is blessed to have the support of the parish, school parents and community organizations.

The local police department conducts daily visits to the school and works with administration to be proactive in keeping the school safe. The local fire department also gets involved by visiting during Fire Prevention month.

St. Joseph School has a very active and enthusiastic Home and School Association (HSA) that helps to plan annual fun and fellowship events for both families, parents and the community. The HSA also coordinates the annual Career Day that provides a hands-on experience with local community-based occupations (veterinarian, police officer, EMT, TV/Radio hosts, etc..) for the lower grades and a symposium-styled event for the upper grades. The HSA has also hosted speakers from the community to share their expertise with parents on topics such as their Catholic faith, parenting and social media.

As a school, annual engagement events include monthly school liturgies, Back to School nights, the Catholic Schools Week Open House, Parent Teacher Conferences, and the book fair, art show and band and chorus concerts, to name a few. During Catholic Schools Week, families are invited to celebrate Mass, attend a reception, and then tour the science fair.

St. Joseph School also encourages students to serve the school's neighbors and strengthen the local communities. This service is done in a variety of ways including food and clothing drives, Angel Tree gifts and Dress Down day donations in support of local organizations.

The school recognizes the importance of communication in maintaining relationships with the community. Parents are encouraged to reach out either by phone, email or meetings when communicating with the faculty, staff and administration. The school's principal also communicates with parents via a weekly e-newsletter that includes information on current and upcoming events. Teachers utilize TeacherWeb for their classroom websites to inform parents of the exciting things happening at a particular grade level, as well as assignments. The school website provides updates on policies, events, lunch menus and the calendar.

St. Joseph School enjoys the support of the Downingtown community and is committed to helping students explore and apply the concepts of stewardship to become good Catholic citizens in both the local and global community.

3. Professional Development:

The administration and faculty of St. Joseph School recognize the importance of professional development to overall school improvement and success. Collaboration among grade partners, between mentors and inductees, and within subject areas also support effective staff development.

Teachers participate in workshops, webinars, graduate classes, and online courses to assist them to meet the diverse educational needs of their students. The Chester County Intermediate Unit sponsors presenters for in-service programs on topics that are relevant for the students and staff of St. Joseph School. Teachers participate in the technology summer academy, PACT (Promoting Achievement through Classroom Achievement), which is sponsored by the Connelly Foundation. The faculty shares information and programs gleaned from these professional development opportunities with the entire staff. The school-wide participation in the Hour of Code was initiated from the staff participants in the technology academy.

The faculty utilize web-based tools to enhance their educational practices. The online components of the Houghton Mifflin/Harcourt Reading series, Think Central, are vital to the implementation of the reading program. The Teacher's Resource segment of LabLearner™ allows teachers to set up and view experiments before the students. Valuable resources from Loyola Press enable the teachers to provide enriching material in religion and English language arts.

Recent school-sponsored professional development topics included teaching students with anxiety, use of iPads for classroom instruction, and the utilization Google Classroom. A selection of teachers participated in Ed Camps at Immaculata University and Villa Maria Academy.

The faculty and staff of St. Joseph School are committed to learning current educational trends and incorporating them into their toolbox of educational practices with the ultimate goal of reaching the needs of all of their students.

4. School Leadership:

St. Joseph School is a Catholic school under the guidance of the Archdiocese of Philadelphia. The Pastor, as the chief administrator of the parish, is spiritually and fiscally responsible for the school. The day-to-day operations of the school are managed by the Principal. The Pastor and the Principal collaborate with the Parish business office, Finance Committee, parents, and faculty to support the school financially and build

a culture that fosters the academic growth and faith formation of the students.

The administration ensures the integrity, effectiveness, and reputation of the school. The school's leadership consistently promotes an atmosphere of mutual respect and purposeful effort on behalf of the faculty and staff and students and their learning. The school leaders foster a productive environment for teaching and learning, timely and open communication with faculty, staff and parents.

The St. Joseph School leadership is guided by not only the school's mission statement, but its belief principals that include:

The life Jesus Christ is the foundation of all learning.

A Catholic learning environment shows reverence for God, for each other and for creation.

Strengthened by our faith, students will acquire knowledge, skills and attitudes to research and interact with information effectively.

Service is an essential part of the education of our students.

Academic excellence is the shared responsibility of the parish, the administration and faculty, family, student and community.

Through rigorous academics and varied assessments, students are prepared to be life-long learners through the 21st Century.

Every student is valued for his/her unique gifts and talents.

One of St. Joseph School's greatest strengths is that the school's administration has improved the partnership and communication between teachers and parents. Through the introduction and use of communication tools such as My Student Progress, faculty and administrative e-mail system, the school website and Student Support Team meetings, the administration has been able to create a better synergy to promote student success.

However, it is constant presence of the school's leadership that truly sets the school apart. Parish priests provide a daily support to the school. From visiting classrooms to assisting with bus duty, the pastor and parochial vicar are enthusiastic shepherds and educators who strive to create an environment of academic excellence while helping students live and grow in their faith. The school's Principal and Vice-Principal are a constant presence in the lives of the students. They have an open-door policy for parents, faculty and students and always support student activities by attending the after-hour events and performances. They are committed to fostering a healthy, safe, supportive and Christ-centered learning environment.

PART VI – STRATEGIES FOR ACADEMIC SUCCESS

The overwhelming practice that has ensured the success of St. Joseph School is its welcoming community spirit.

One of the most acknowledged perceptions of St. Joseph School – from parents, parishioners and neighbors – is the sense of community that emanates from the school.

The St. Joseph School community fosters an environment where students feel loved and accepted and are able to showcase their God-given gifts and talents. Students are welcomed each morning by administration, faculty, staff and parent volunteers as they enter the school. Each day, school students arrive wearing a uniform that signifies respect, purpose and that they are an important part of the school community.

This sense of community is on display every day. It is visible as families make the choice to send their children to St. Joseph School despite living in an award-winning school district. It is visible in the success of the school's graduates as they move on to high school and college. It is visible in the 22 Neumann Scholars (2 for 2016) who have been awarded four year scholarships to attend one of the Philadelphia Archdiocesan high schools over the program's 21 years. It is visible in the school's Middle States Re-accreditation. It is visible when alumnae return to the school as teachers or parents.

As St. Joseph School works to develop the spiritual, academic, physical, personal and social well-being of each child in a Christ-centered environment, the school recognizes that not only are students prepared to be life-long learners through the 21st Century, but also honest, compassionate, respectful and responsible members of the community. And that is a true testament to St. Joseph School's well rounded academic success.

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? \$4830
(School budget divided by enrollment)

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

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

6. What percentage of the student body receives scholarship assistance, including tuition reduction? 97%

PART VIII – ASSESSMENT RESULTS FOR NORM-REFERENCED TESTS

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: Terra Nova 3 InView

Grade: 3

Edition/Publication Year: 2012

Publisher: CTB/McGraw
Hill

**Scores are reported here
as:** Percentiles

School Year	2015-2016
Testing month	Mar
SCHOOL SCORES	
Average Score	73
Number of students tested	60
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 3
Common Core

Grade: 4

Edition/Publication Year: 2012

Publisher: CTB/McGraw
Hill

Scores are reported here
as: Percentiles

School Year	2015-2016
Testing month	Mar
SCHOOL SCORES	
Average Score	74
Number of students tested	55
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 3
Common Core

Grade: 5

Edition/Publication Year: 2012

Publisher: CTB/McGraw
Hill

Scores are reported here
as: Percentiles

School Year	2015-2016
Testing month	Mar
SCHOOL SCORES	
Average Score	75
Number of students tested	70
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 3
Common Core

Grade: 6

Edition/Publication Year: 2012

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	54
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 3
Common Core

Grade: 7

Edition/Publication Year: 2012

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	67
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 3
Common Core

Grade: 3

Edition/Publication Year: 2012

Publisher: CTB/McGraw
Hill

**Scores are reported here
as:** Percentiles

School Year	2015-2016
Testing month	Mar
SCHOOL SCORES	
Average Score	73
Number of students tested	60
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 3
Common Core

Grade: 4

Edition/Publication Year: 2012

Publisher: CTB/McGraw
Hill

**Scores are reported here
as:** Percentiles

School Year	2015-2016
Testing month	Mar
SCHOOL SCORES	
Average Score	73
Number of students tested	55
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 3
Common Core

Grade: 5

Edition/Publication Year: 2012

Publisher: CTB/McGraw
Hill

**Scores are reported here
as:** Percentiles

School Year	2015-2016
Testing month	Mar
SCHOOL SCORES	
Average Score	72
Number of students tested	70
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 3
Common Core

Grade: 6

Edition/Publication Year: 2012

Publisher: CTB/McGraw
Hill

**Scores are reported here
as:** Percentiles

School Year	2015-2016
Testing month	Mar
SCHOOL SCORES	
Average Score	80
Number of students tested	54
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 3
Common Core

Grade: 7

Edition/Publication Year: 2012

Publisher: CTB/McGraw
Hill

Scores are reported here
as: Percentiles

School Year	2015-2016
Testing month	Mar
SCHOOL SCORES	
Average Score	80
Number of students tested	67
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: