

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 2018 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 2012 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: 2013, 2014, 2015, 2016, or 2017.
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 (2017-2018) 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
 - Rural or small city/town
3. Number of students as of October 1, 2017 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	23	14	37
K	22	19	41
1	24	22	46
2	20	19	39
3	23	21	44
4	19	17	36
5	16	22	38
6	30	16	46
7	26	30	56
8	17	27	44
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	220	207	427

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 1 % Asian
 - 1 % Black or African American
 - 1 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 96 % White
 - 1 % 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 2016 – 2017 school year: 1%

If the mobility rate is above 15%, please explain.

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, 2016 until the end of the 2016-2017 school year	2
(2) Number of students who transferred <i>from</i> the school after October 1, 2016 until the end of the 2016-2017 school year	4
(3) Total of all transferred students [sum of rows (1) and (2)]	6
(4) Total number of students in the school as of October 1, 2016	431
(5) Total transferred students in row (3) divided by total students in row (4)	0.01
(6) Amount in row (5) multiplied by 100	1

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

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

7. Students eligible for free/reduced-priced meals: 3 %
 Total number students who qualify: 13

8. Students receiving special education services: 0 %
0 Total number of students served

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

- | | |
|----------------------------------|--|
| <u>0</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>0</u> Other Health Impaired |
| <u>0</u> Developmentally Delayed | <u>27</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>12</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 1

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, e.g., third grade teacher, history teacher, algebra teacher.	18
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	3
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	3
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 24:1

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

Required Information	2016-2017	2015-2016	2014-2015	2013-2012	2012-2013
Daily student attendance	95%	96%	94%	98%	99%
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 2017.

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.

We inspire students to embrace the Gospel message of Jesus, to be and do their best, to be lifelong learners, and to live their faith.

PART III – SUMMARY

St. Joseph School is a Catholic elementary school located in Cold Spring, Kentucky. It was started near St. Joseph Orphanage to educate and serve the children of the parish. The school has been a proud part of the parish and community for more than 140 years. New structures have been built, renovations have been made, and additions have been completed. One of the early brick buildings is still in use on campus which serves as a strong connection to the past.

An important part of growth and success of St. Joseph School can be attributed to the Sisters of Notre Dame. The Sisters have been involved in the school since its beginning in 1877 and continue to have a positive impact on the students, parents, and staff. Their examples of service and faith have an influence on everyone associated with St. Joseph.

Serving 427 students from PreK-8th grade, St. Joseph School is one of twenty-nine elementary schools in the Diocese of Covington, Kentucky. St. Joseph has made significant strides in academic areas over the years, which is very apparent in standardized test scores and the selection of a number of students for the Duke University Talent Identification Program.

The school uses research-based curriculum to strengthen student knowledge and is accredited through the Kentucky Non-Public School Commission. The students are actively involved in their learning, especially with the use of technology. A 1:1 Chromebook program in grades 5-8, the use of iPads in grades K-4, the availability of interactive whiteboards in all classrooms, and the use of Google Apps for Education help to enhance the learning environment for students.

The faculty and staff continuously strive to grow in their own learning to better assist and challenge their students academically. The teachers participate in professional development as part of regular staff meetings and attend workshops and conferences outside of school. They work collaboratively with one another and use common plan times to meet. They work together on cross-curricular projects. The faculty members participate in transition meetings in order to understand the needs of their incoming students.

Because St. Joseph School is focused on the well-being of the total child, there is a strong emphasis on spiritual, emotional, and physical growth in addition to academic needs. Students are involved in service learning projects. For the past nine years, St. Joseph has been recognized as a School of Contribution and has received the Jefferson Award from Children, Inc. because of the strong commitment to serving the needs of others. The students participate in daily school-wide prayers, with a special emphasis on praying for a particular homeroom or staff member each week. There is a faith-based school theme that is integrated into lessons and activities throughout the school year. Parish priests are visible and involved with the school. They regularly visit the classrooms. Students and staff attend mass weekly and participate in the sacraments. St. Joseph has a school counselor on staff who meets with individual students and presents valuable programs to classes. Teachers make themselves available at various times of the day to assist students. Faculty members are involved with extracurricular programs, athletic teams, and study groups. St. Joseph also has a school nurse on-site daily. She is actively engaged in the health and well-being of the students. Besides caring for sick and injured children, she is involved in classroom presentations and special programs related to health, nutrition, and safety. Through weekly physical education classes and daily recess, the students enjoy a very active and physically fit lifestyle.

St. Joseph School serves a middle-class suburban population. Many St. Joseph alumni remain in the area after completing their higher education programs. They have a strong connection to the parish and school, and they are eager for their children to experience the same sense of belonging and family atmosphere that they had as students. There are numerous faculty and staff members who have been part of the St. Joseph family for many years. Their love and dedication to the school demonstrates a strong sense of community and commitment.

Students, parents, faculty, staff, and administrators strongly believe in the school's philosophy. They strive every day and with every decision to live by the words of the school mission statement: It is the mission of

St. Joseph School to inspire students to embrace the Gospel message of Jesus Christ, to be and do their best, to be lifelong learners, and to live their Catholic faith.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

St. Joseph School provides a strong academic experience grounded in Catholic values for preschool through eighth grade students. The core curriculum includes reading, language arts, mathematics, science, and social studies. Curriculum goals stem from research-based texts and contribute to the development of college and career-ready students.

St. Joseph School has a popular and vibrant preschool program. Reading readiness and writing programs use music, movement, and multi-sensory manipulatives to teach core readiness skills. These are enhanced through visits to the library. The math program includes developmentally-based, hands-on activities that address basic concepts and skills. Physical, earth, and life science topics are explored through experiments designed to investigate key concepts using critical thinking and problem solving. The social studies curriculum centers on community roles and helpers, interpreting geographical features in the environment, and sequencing historical events. Singing and music is part of the daily routine and imaginative play is encouraged. The preschool curriculum also includes Spanish instruction.

St. Joseph School embraces a love of reading and language at every level. The kindergarten curriculum focuses on reading readiness activities emphasizing purpose and understanding and lessons in phonics that help students read high frequency words by sight. In grades 1-8, students explore many genres of text. They are encouraged to use specific reading strategies (inferencing, visualizing, predicting, questioning, synthesizing, and making connections) to develop fluency, comprehension, and vocabulary skills. In grades 4-8, tiered instruction allows students to enjoy choice in selecting novels to read, and extension activities help the students go beyond the text for a more in-depth literary experience. The goal of language arts instruction is to prepare students to communicate clearly in writing and speaking. Lessons in phonics, sentence structure, and grammar prepare students to develop a wide range of writing skills for discipline specific purposes and audiences. Students compose a variety of pieces that are compiled into cumulative portfolios. They learn effective presentation skills by creating persuasive, engaging projects designed to prepare them for future college and career opportunities.

St. Joseph School employs an integrated math curriculum in grades K-6 that includes operations, geometry, probability, statistics, and algebraic thinking. The course of instruction for all seventh graders is pre-algebra, which leads to the study of algebra for all eighth graders. Students are encouraged to develop strategies for solving word problems, increasing mental math skills, and improving math fact fluency. The development of real-world math competency is emphasized. Teachers use discovery learning to guide students to determine math rules through collaboration. Math games and spiral review assist in formatively assessing mastery of concepts. The students are also challenged by Sumdog, Breakout EDU, and TenMarksTen activities.

The science curriculum is rich in STEM (science, technology, engineering, and math) experiences. In grades K-2, science concepts are integrated into reading themes. In grades 3-8, students engage in experiments that promote critical thinking. Students investigate the functions of new technologies and design and evaluate prototypes for machines. Life science includes the study of animals and the human body. Fourth graders experience a deeper connection with wildlife during an overnight field trip to the Cincinnati Zoo, while older students participate in dissection labs. The physical science curriculum explores weather and Earth systems, forces in motion, and changing forms of energy. Students study the periodic table and learn to balance chemical equations. Ecology and stewardship of the Earth is promoted by a school-wide paper and plastic bottle recycling program.

The social studies program encourages St. Joseph students to explore the world around them. In grades K-2, social studies concepts are integrated into reading themes. In grades 3-8, students learn about the history of their state and country, and examine world cultures and geography. They interpret maps and primary sources, and analyze the role of government at all levels. Students engage in music, debate, role-playing, and research. Chromebooks and iPads are used to create videos, timelines, and presentations, and promote collaborative learning. Cross-curricular projects increase social and historical awareness. Students develop

strong writing skills in response to historical issues and participate in learning stations and the National Geographic Geography Bee. They visit the Dinsmore Homestead, the capital of Kentucky, and the National Underground Railroad Freedom Center.

2. Other Curriculum Areas:

St. Joseph School recognizes the importance of supporting the growth of students' talents and skills in all areas. Weekly art instruction for all students allows them to master techniques and express creativity. Art lessons reflect the styles of past and current artists and encourage students to explore hands-on creative projects. Students learn about the etiquette of painting, how to mix paints, and how to block a painting. Through drawing and cutting, hand coordination and fine motor skills are developed. The study of sculpture helps students develop spatial awareness.

Music is integral to the personal development of students at St. Joseph School. Each grade attends music class once a week. The curriculum includes music history and theory, including the contributions of famous composers. Critical listening and aural skills are also advanced. Students have opportunities to experience composition, dance, singing, and musical theatre. They explore instrument families and ensemble work with xylophones and recorders. A thriving music ministry program encourages student vocalists and musicians to participate at mass.

The physical education (P.E.) program at St. Joseph School is research-based, aligns with national physical education standards, and is committed to promoting lifelong wellness. All students participate in P.E. classes weekly. The goal is for students to develop and maintain acceptable levels of physical fitness while learning a variety of skills that allow them to experience success. Getting along with others in an active environment is also emphasized. In these ways, the curriculum supports the enjoyment of physical activity now and in the future.

St. Joseph School is in compliance with the program's foreign language requirements. Spanish instruction is provided every week to students in grades PK-8. The Spanish curriculum offers both cultural and language instruction. It focuses on vocabulary and conversational phrases, basic grammar skills, and sentence structure. All grades participate in cultural, holiday, and seasonal activities throughout the year. Students design paper sugar skulls to commemorate the Day of the Dead and learn Spanish prayers. Spanish instruction at St. Joseph uses engaging methods, gives students the opportunity to learn about different cultures, and prepares them for future foreign language study in high school.

St. Joseph School's technology department strives to prepare students for 21st century challenges with weekly, age-appropriate lessons and activities for students in grades K-8. As the basic keyboarding, computer terms, and word processing skills are learned, students also use various software and online programs to support concepts and skills in core curriculum areas. They are given experience in using Movie Maker and Google applications, creating Excel and Powerpoint projects, and writing code with the goal of career readiness. Students earn a Digital Driver's License upon completion of an Internet safety program.

3. Instructional Methods, Interventions, and Assessments:

St. Joseph School administrators, teachers, and staff work together to create a learning environment that fosters growth and academic success in each student. Instruction is engaging and differentiated to meet the various learning styles and needs of the children. Based on multifaceted assessment data, instruction is designed to enhance each classroom, each subject, and to determine the best approach for every individual student.

Teachers use differentiated instruction that addresses auditory, visual, and kinesthetic learning styles and needs. Instructional methods vary depending on the grade, subject, class, and individual. Some examples include the use of technology, cooperative learning, interactive centers, tiered instruction, enrichment, project-based or cross-curricular lessons, and brain breaks.

Multiple assessments help determine instructional strategies that maximize student growth and achievement

in reading. Assessments include STAR Reading, Slossen word recognition, Flynt Cooter Reading, and Terra Nova 3. MAP (Measures of Academic Progress) Growth tests are administered three times a year to identify the students' needs and to measure growth. Instructional strategies are based on the results of all of these assessments after staff data meetings are held. Teachers then confer individually with students to set growth goals, creating valuable connections that enhance learning. Individualized instruction is planned and implemented and may include leveled readers, Daily 5, choice activities, and project-based learning.

In grades K-6, formative assessments, common assessments, and standardized test results (MAP Growth and Terra Nova 3) are used to drive effective, differentiated math instruction. In grades 7-8, these assessments as well as class performance are used to group students so that the pace of the class matches students' needs. This prepares many of the students to advance to Algebra II as high school freshmen. Learning styles are considered as teachers integrate tiered interventions and enrichment into the math curriculum to provide a successful learning environment for all students. Strategic groups and math centers foster differentiated instruction. Chromebook, Clevertouch, and iPad apps provide opportunities for drill and practice.

In addition, a team of professionals works together to plan for the success of students with special needs. The team consists of administrators, a counselor, a nurse, a speech therapist, teachers, and parents. This team creates a specific Alternative Learning Plan that not only meets academic needs, but also the physical and emotional challenges of the children with diagnosed disabilities. Response to Intervention (RtI) is scheduled three days a week in each homeroom in grades 1-5. Multiple teachers work in one room with small groups or with individuals on particular skills. In grades 6-8, RtI is integrated throughout the day. Volunteers are used as Great Leaps tutors for at-risk readers. A trained staff member serves as a tutor using Susan Barton's Orton-Gillingham method for dyslexic children. Each student's individual needs are met through a dedicated effort from the faculty and support staff.

St. Joseph School has proven success in using assessments and interventions to support student achievement. A prime example is a program that was implemented several years ago. After an analysis of standardized reading scores revealed that growth was needed in the application of reading strategies, St. Joseph staff members developed an innovative Book of the Month program. This national award-winning program requires all grade levels to use common vocabulary in the teaching of reading strategies while celebrating a new book together each month. Success of this program is reflected in improved standardized reading scores.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

St. Joseph School prides itself on family. Students are encouraged to be lifelong learners and to live their Catholic faith. The faculty and staff at St. Joseph model this by living out the teachings of Jesus Christ in a loving and safe environment. Students are challenged every day to use their talents and treasures for the good of others. They collaborate with each other on service learning opportunities to provide for non-profit organizations in need. Eighth graders participate in a retreat to learn about those less fortunate and then organize a school-wide service project to raise funds or collect items to donate. For the past nine years, St. Joseph School has won the Jefferson Award from Children, Inc. for its outstanding service learning program.

Academically, students are expected to utilize the resources provided to maximize their full potential. Resources include Chromebooks, interactive boards, a computer lab, iPads, and two Slam-In buzzer systems for the academic teams. Teachers provide differentiated activities to reach all learners in the classroom. Instruction, assignments, and projects are tiered to meet the needs of individual students. Flipped assignments allow teachers to guide students in applying skills during class time both one-on-one and in small groups. Students are encouraged to reach their full potential through achievement certificates, honor roll recognition, the Bluejay Award for assignment completion, and special coupons for achieving Accelerated Reader goals.

Extracurricular activities are abundant at St. Joseph School. These activities teach the students collaboration among the grade levels and community service. Students have opportunities to join Student Council, bowling teams, chess club, the Bluejay Times school newspaper staff, choir, Drama Club, Service Stars, academic teams, school athletics, and the Red Ribbon committee. These groups are led by dedicated teachers and parent volunteers.

St. Joseph School teachers have created lasting friendships and genuinely care for one another. They spend time together through prayer groups, faculty breakfasts, faculty meetings, and weekly summer get togethers. A social committee organizes secret prayer pals and frequent teacher outings. The faculty and staff provide meals, support, and words of encouragement for those who are sick or in need. Having a faculty that enjoys spending time together both inside and outside of school provides a comfortable learning environment for the students and a place to come each day that feels like a family.

2. Engaging Families and Community:

St. Joseph School is blessed to have wonderful support from parents, grandparents, guardians, and the community. Family members take pride in the school and are eager to volunteer because they have a strong sense of belonging and know they are part of the school family. This deep connection to St. Joseph has a direct, positive effect upon the students and their growth.

Parents have numerous opportunities to assist with programs and activities. They serve as Great Leaps tutors, library assistants, cafeteria volunteers, and book fair workers. They are room parents for parties and special events, such as Everybody Counts Week. They work tirelessly as part of the Parent Teacher Organization (PTO) to raise funds and provide special events. Christmas Bingo and Carnival Day are two shining examples of their efforts. Many parents belong to the St. Joseph Boosters organization to support a variety of sports. Parents serve as mentors, coaches, and advisors of clubs, including Girl Scouts, Boy Scouts, Lego League, and Service Stars.

Retired parishioners are a vital part of the St. Joseph School community, too. They visit the classrooms on Grandfolks Day, serve as tutors, and volunteer as part of a group called Spare Time Parishioners, which provides maintenance, landscaping, and construction for the school.

The general community is a wonderful support system for St. Joseph School. Through the commitment of

dedicated community members, the students are involved in Junior Achievement, the Drug Abuse Resistance Education (D.A.R.E.) program, 4-H, and Campbell County conservation classes. The local United Bank assists the sixth graders in operating the Bluejay Bank. Students and staff are able to deposit money, earn interest, and withdraw funds. Visiting authors, artists-in-residence, and Holocaust survivors are also a valuable part of the school curriculum. College students often return to visit and observe the classes of their former teachers as they embark on their own vocations in education.

Parents and guardians are kept informed of school-wide news via weekly e-mail communications from the principal. Teachers send out regular classroom newsletters. The school webpage and Facebook page are additional tools to keep families and community members up-to-date on the happenings around campus.

Families and community members are invited to visit St. Joseph School in order to learn about the school and its mission. Some of these special events include a new family welcome dinner, Jayfest, Vision Night, Community Open House, and Fine Arts Night.

The St. Joseph community is intricately woven into the daily lives of the teachers, students, and parish.

3. Professional Development:

Part of St. Joseph School's mission is to promote lifelong learning in both students and staff. Continuing professional development allows the staff to stay current on best practices that will enhance student learning and support their academic, social, and emotional needs. Ongoing growth is ensured through consistent resource availability and funding for independent professional development seminars and workshops.

Each faculty member completes thirty-six professional development hours each year as part of their Professional Growth Plans (PGP). The PGP's are aligned with the school's goals, along with the Diocese of Covington's mission to provide a quality Catholic education for its students.

Professional development at St. Joseph School is driven by student need. When an area, such as differentiation, is identified as a need, teachers are provided with a variety of professional development opportunities to learn about new and proven strategies. These strategies are then implemented in the classroom.

Technology is a continuing area of professional development focus at St. Joseph School. The teachers engage in ongoing training in the effective use of devices, including Chromebooks and interactive whiteboards, that improve and enhance learning. The Technology Committee attends several independent conferences, such as the annual Technology for Teaching and Learning Conference, in order to bring new ideas back to the staff for training and implementation.

School safety is an ever present concern, and as such, the staff participates in training on how to appropriately handle evolving situations. ALICE (Alert, Lockdown, Inform, Counter, Evacuate), CPR (cardiopulmonary resuscitation), and first aid training provide the resources needed for school safety. In addition, the staff completes ongoing VIRTUS training to help recognize the signs and symptoms of abuse of minors. As needs arise, St. Joseph School actively seeks new programs that will help improve school safety for all. When teachers saw a need for digital citizenship and online safety awareness, the administration brought in a consultant from Cincinnati Bell and a local prosecutor to instruct students, staff, and parents on the potential dangers of the Internet, including how to safely navigate social media and awareness of a digital footprint.

4. School Leadership:

St. Joseph School's philosophy of leadership is to promote collaboration among members of the faculty, staff, pastor, parent and student organizations for continued commitment to student achievement and growth.

Teachers are encouraged to be leaders. They model leadership skills daily for students as sponsors of clubs and coaches of sports teams. St. Joseph teachers also participate as mentors in the Kentucky Teacher Internship Program (KTIP) to model leadership for new teachers. Committees for the Book of the Month, Catholic Schools Week, Red Ribbon Week, and the school's annual theme are led by teachers. These committees and others enrich the connection between the faculty and students.

St. Joseph School also focuses on student leadership. Students are provided with opportunities to develop the skills necessary to become community leaders. Each grade level participates in service learning projects, calling students to consider and demonstrate their responsibility to the community. Fourth grade students complete a Good Samaritan Project requiring them to develop and implement a plan to positively impact the community. Eighth grade students serve as leaders of Theme Teams, which are comprised of students from each grade level, allowing application of the skills they have been taught. The seventh and eighth graders also serve as Student Council officers, becoming the voice of the student body as they interact with school and parish administration.

The principal and assistant principal serve as primary leaders of St. Joseph School. They communicate with all school-related groups to help enhance the learning climate. Monthly PTO and Parish Council meetings are attended by the principal and assistant principal. The principal meets regularly with the pastoral staff to discuss the faith formation of the students and increase collaboration between the parish and school.

When analyzing testing data, administrators target student needs and determine ways that teachers can effectively meet those needs through research-based practices aligned with school goals. Administrators participate in professional development to bring new ideas to teachers to stimulate growth, such as improving the RtI process and implementing Breakout EDU experiences within the curriculum.

Administrators are often found interacting with students, helping teachers implement lessons, and communicating student engagement with the St. Joseph community. The principal and assistant principal support the teachers in their instructional and personal growth through ongoing feedback based on observations and analysis of data.

The consistency of a student-first mindset demonstrates the strong leadership of the St. Joseph community.

PART VI – STRATEGIES FOR ACADEMIC SUCCESS

The success of St. Joseph School can be attributed to a team approach. It is anchored by a positive culture and an atmosphere that operates like a family. The team consists of teachers, support staff, parents, parish staff, community, and students.

Teachers average fourteen years of commitment to the school, allowing for the formation of a team mindset. They work together to identify practices, programs, and strategies that will best meet students' needs. The teachers continuously seek training and resources to strengthen and support their skills. Dedication is obvious. It is not unusual to find a teacher working with a group of students outside of school hours. Teachers attend student extra-curricular activities to show their support. Special effort is made to get to know the students on a personal level.

Many years of commitment are also reflected in the support staff. Each member is immersed in the culture of the school. From the maintenance staff to the office staff, everyone works to make the school day a positive experience for the children.

St. Joseph School parents are heavily involved in the school. Boosters, PTO, and fundraising meetings are always well attended, but more importantly, parents make conferences and other meetings regarding their children a priority. Parents also volunteer to run programs, work with individual students, and help in any way needed. There is an obvious goal of partnership.

St. Joseph Parish helps foster the students' faith development. The priests and parish staff work with parents, students, and teachers to provide guidance and encouragement to help meet the religious mission of the school. The parish supports children's liturgies, sacramental milestones, and other religious celebrations.

The students of St. Joseph School also benefit from strong ties with the community. Local firefighters provide education on fire safety, police officers help with lockdown procedures, the local bank sponsors a mini-bank for students, and restaurants and businesses provide donations and fundraising opportunities for the school.

Students are the most important part of the team. The hard work, determination, and unconditional trust that the students exhibit provide the inspiration it takes for the rest of the team to remain consistently and passionately focused on their success. The students are the foundation of the ongoing mission of St. Joseph School.

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? \$4620
(School budget divided by enrollment)

4. What is the average financial aid per student? \$1484

5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 0%

6. What percentage of the student body receives scholarship assistance, including tuition reduction? 8%

PART VIII – ASSESSMENT RESULTS FOR NORM-REFERENCED TESTS

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: Terra Nova 3

Grade: 3

Edition/Publication Year: 2010

Publisher: McGraw Hill

Scores are reported here as: Percentiles

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	74
Number of students tested	36
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: 2010

Test: Terra Nova 3
Publisher: McGraw Hill

Grade: 4
Scores are reported here as: Percentiles

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	79
Number of students tested	38
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Math
Edition/Publication Year: 2010

Test: Terra Nova 3
Publisher: McGraw Hill

Grade: 5
Scores are reported here as: Percentiles

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	76
Number of students tested	48
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: 2010

Test: Terra Nova 3
Publisher: McGraw Hill

Grade: 6
Scores are reported here as: Percentiles

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	68
Number of students tested	57
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Math
Edition/Publication Year: 2010

Test: Terra Nova 3
Publisher: McGraw Hill

Grade: 7
Scores are reported here as: Percentiles

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	77
Number of students tested	41
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: 2010

Test: Terra Nova 3
Publisher: McGraw Hill

Grade: 3
Scores are reported here as: Percentiles

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	68
Number of students tested	36
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: 2010

Test: Terra Nova 3
Publisher: McGraw Hill

Grade: 4
Scores are reported here as: Percentiles

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	71
Number of students tested	38
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA
Edition/Publication Year: 2010

Test: Terra Nova 3
Publisher: McGraw Hill

Grade: 5
Scores are reported here as: Percentiles

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	75
Number of students tested	48
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: 2010

Test: Terra Nova 3
Publisher: McGraw Hill

Grade: 6
Scores are reported here as: Percentiles

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	71
Number of students tested	57
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA
Edition/Publication Year: 2010

Test: Terra Nova 3
Publisher: McGraw Hill

Grade: 7
Scores are reported here as: Percentiles

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	71
Number of students tested	41
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: