

2005-2006 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: (Check all that apply) Elementary Middle High K-12 Charter

Name of Principal Mrs. Anna V. Adam
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name St. Joseph Catholic School
(As it should appear in the official records)

School Mailing Address 5320 Babcock Street NE
(If address is P.O. Box, also include street address)

Palm Bay FL 32905-5016
City State ZipCode+4

County Brevard State School Code Number * 1246

Telephone (312) 723-8866 Fax (312) 727-1181

Website/URL www.st-joe.org E-mail adama@st-joe.org

I have reviewed the information in this application, including the eligibility requirements on page 2 and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Dr. Harry V. Purpur

District Name Diocese of Orlando Tel. (407) 246-4900

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

(Superintendent's Signature) Date _____

Name of School Board Mr. Jim Reis, President
President/Chairperson _____

I have reviewed the information in this package, including the eligibility requirements on page 2 and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2005-2006 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. 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 the OCR has accepted a corrective action plan from the district to remedy the violation.
7. 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.
8. 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

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: _____ Elementary schools
 _____ Middle schools
 _____ Junior high schools
 _____ High schools
 _____ Other
 _____ TOTAL
2. District Per Pupil Expenditure: _____
 Average State Per Pupil Expenditure: _____

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
 Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural
4. 5 _____ Number of years the principal has been in her/his position at this school.
11 _____ If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	8	8	16	7	23	21	44
K	13	13	26	8	20	26	46
1	19	19	38	9			
2	15	13	28	10			
3	16	14	30	11			
4	14	15	29	12			
5	15	25	40	Other			
6	19	23	42				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							339

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:
- | |
|--|
| <u>82</u> % White |
| <u>05</u> % Black or African American |
| <u>08</u> % Hispanic or Latino |
| <u>05</u> % Asian/Pacific Islander |
| _____ % American Indian/Alaskan Native |
| 100% Total |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 1.38% (Year 04/05)

[This rate should be calculated using the grid below. The answer to (6) is the mobility rate.]

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	3
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	2
(3)	Total of all transferred students [sum of rows (1) and (2)]	5
(4)	Total number of students in the school as of October 1	363
(5)	Total transferred students in row (3) divided by total students in row (4)	.01377
(6)	Amount in row (5) multiplied by 100	1.38%

8. Limited English Proficient students in the school: 0
0 Total Number Limited English Proficient
 Number of languages represented: 1
 Specify languages: English
9. Students eligible for free/reduced-priced meals: N/A %
 Total number students who qualify: N/A %

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 14%
48 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 categories.

<u>6</u> Autism	<u>1</u> Orthopedic Impairment
<u>-</u> Deafness	<u>-</u> Other Health Impaired
<u>-</u> Deaf-Blindness	<u>28</u> Specific Learning Disability
<u>-</u> Emotional Disturbance	<u>10</u> Speech or Language Impairment
<u>-</u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u>-</u> Mental Retardation	<u>-</u> Visual Impairment Including Blindness
<u>2</u> Multiple Disabilities	

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>-</u>
Classroom teachers	<u>19</u>	<u>1</u>
Special resource teachers/specialists	<u>1</u>	<u>1</u>
Paraprofessionals	<u>-</u>	<u>-</u>
Support staff	<u>9</u>	<u>1</u>
Total number	<u>30</u>	<u>3</u>

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 18:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	96.5%	96.9%	96.2%	96.8%	95.9%
Daily teacher attendance	99.8%	99.7%	99.7%	99.9%	99.8%
Teacher turnover rate	10.1%	9.7%	10.2%	9.9%	9.8%
Student dropout rate (middle/high)	0%	0%	0%	0%	0 %
Student drop-off rate (high school)	N/A%	N/A %	N/A %	N/A %	N/A %

PART III - SUMMARY

St. Joseph School in Palm Bay, Florida, is a Catholic Elementary School serving students in Pre-Kindergarten-4 year old program through the Eighth Grade. We plan to offer a Pre-Kindergarten-3 year old program next school year (2006-2007). The school primarily serves the parish of St. Joseph Catholic Church. We offer the high academic standards of the Orlando Diocesan curriculum and an appreciation for each student as a unique individual created in the image of God. Our community works together to create an environment in which students are able to grow into lifelong learners and followers of Jesus Christ.

St. Joseph School celebrated 40 years of academic excellence in 2003. The school continues to thrive with the support of the parish and home communities working together to create a Christian environment, where students are encouraged to reach their full academic, social and spiritual potential. The faculty and administration are progressive in their approach to instructional methods, teaching philosophy, curriculum development and meeting individual student needs. The school community is constantly growing and changing to meet the demands of students without sacrificing the fundamentals we have found to be successful.

Students are held to high academic and social standards. We believe students will produce no less than what is realistically expected of them. Traditionally, students at St. Joseph School consistently meet and exceed all expectations. They demonstrate competency by scoring well on standardized tests and report cards. They excel in extracurricular activities and community service projects. Often, students are recognized publicly by local organizations and the news media for contributions benefiting the community. The school community has been active participants in Make A Difference Day projects since 1998. In 2002, the school received the national award in Washington, DC, for our Make A Difference Day project. In 1994, St. Joseph School was recognized as a United States National Blue Ribbon School of Excellence.

A majority of St. Joseph School students are involved in extracurricular activities. The Coastal Catholic League offers a slate of organized sports to Catholic school students in the central counties of the Orlando Diocese. Students participate in volleyball, flag football, soccer, cheerleading, pep squad, softball and baseball. St. Joseph offers drama, Student Council, art club, National Junior Honor Society (NJHS), Girl and Boy Scouts, Lego League and Odyssey of the Mind, to name a few. Middle School students participate in a Friday afternoon elective program that includes bowling, scrap booking, National Association for Stock Car Auto Racing (NASCAR), leather crafting, service, cooking, fishing, Spanish club and media. Students choose a new elective twice a year, once at the beginning of the school year and again in January.

We are proud of the many accomplishments and achievements of our students, but we are equally as proud of our ability and willingness to accommodate a variety of special needs in the classroom. Traditionally, a small Catholic school would have limited services for students with special needs. St. Joseph School is proactive in meeting the needs of students with exceptionalities. The administration consistently provides in-service opportunities to develop teaching strategies designed to meet individual student's needs. A full time resource teacher is on staff to assist teachers in making appropriate accommodations and to offer remedial help in reading and math. Our gifted students, identified by a portfolio of criteria, are invited to participate in a pull-out program once a week that offers them enrichment opportunities and projects. Enrichment is an area that St. Joseph School is presently targeting to do more to meet the needs of gifted students.

The faculty works hard to ensure that each child has opportunities to reach his or her full potential. Teachers go above and beyond their contractual duties to provide academic support by offering after school tutorial assistance on a scheduled daily basis. The NJHS also schedules time to tutor younger students after school. Teachers really attempt to stay connected to their students.

Respect for “each student as a unique individual created in the image of God” (St. Joseph School Mission Statement, 2005) and the efforts of the entire school community create a positively-charged atmosphere which makes St. Joseph School a wonderful place to learn.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results

St. Joseph School follows the testing schedule as set out by the Diocese of Orlando. The Iowa Test of Basic Skills (ITBS) is administered each year to Grades 3-8 in the Fall and Grade 2 in the Spring. Grades 5 and 7 also take the Cognitive Abilities Test.

Test results are used to guide student learning and to improve overall school performance. Each grade level is evaluated to determine curriculum areas of strengths and weaknesses. Objectives are established based on these results. The faculty then creates and implements strategies to reach each objective. Three objectives that were established based on the 2004-2005 test results were:

1. To improve the Reading, Language and Math scores at the Grade 5 level.
2. To improve the Math Computation scores in all grade levels.
3. To improve the Social Studies scores for the Grades 4 and 6.

Strategies have been implemented to achieve these objectives including increasing direct instruction in reading and math at the Grade 4 and 5 levels. Science Research Association (SRA) math and reading resources are available, along with the Barnell Loft series for reading skills. An extra math class per week for students in Grade 6 is offered to students who scored below the 50th percentile on math. A reading resource program is in place for students in Grades 4 and 5 who scored below the 50th percentile in Reading Comprehension.

Social Studies teachers have integrated map skills practice in students’ morning work in Grades 6 and 7. Current events are taught in Grades 3 and 4, and students in Grades 3 through 8 practice Social Studies skills by reading *TIME for Kids* or *Scholastic News* each week.

The 2005-2006 scores indicate that our #1 objective was met, as Grade 5 scores improved in all areas. The #2 objective was met as Math Computation scores improved in Grades 5, 7 and 8. The #3 objective was also met, with Grade 4 and 6 both improving their Social Studies scores.

The 2005-2006 tests scores indicate that a majority of students are performing within in the top percent of the nation in Reading, Language and Math. Areas of strength are at the 4th Grade level, with all scores over the 81st percentile. There is an area of weakness in Grade 6 Language scores which were at the 69th percentile. The area of weakness is in capitalization and spelling.

The range of the test scores of the 2005-2006 school year from the Iowa Test of Basic Skills (ITBS) shows the following: The National Percentile Rank (NPR) for Reading ranged from 72 in Grade 7 to 87 in Grade 4. The NPR for Language ranged from 71 in Grade 7 to 83 in Grade 4. The NPR for Mathematics ranged from 75 in both Grades 3 and 8 to 88 in Grade 4.

2. **Using Assessment Results:**

St. Joseph School's ITBS results are reviewed by the Principal and Director of Student Services as soon as they are returned from the scoring service. A presentation is made to the faculty so that teachers receive a general understanding of the school's overall progress. A presentation is also made to the School Board. The objectives that were set from the previous year's testing are evaluated to determine if they were met. Grade level meetings are set up between the Student Service Director and teachers to discuss the strengths and weaknesses revealed. Each grade level establishes new goals for improvement. The teachers plan strategies in methods and changes in content necessary to improve performances in the weak areas identified.

The progress of each class is traced and monitored by the Principal to measure growth and determine needs as the class advances to the next grade. Individual student scores are tracked by the teacher and Director of Student Services to identify areas where remedial or accelerated measures are needed. This affords each student appropriate individual learning opportunities. Students who need extra help on individual skills are given an opportunity to work on them in smaller groups, in addition to the help available to them after school. The Director of Student Services, in conjunction with the teacher, plans and executes strategies to assist students to become successful. Instructional materials, tutorial services and individualized learning plans are some of the strategies implemented to meet with success. Each year a re-evaluation is done and adjustments are made as needed.

The Cognitive Abilities Test (CAT), which identifies student ability, is integrated with the ITBS score, which indicates whether or not a student is achieving up to his or her potential. A student who is not reaching his or her expected academic level of performance is offered support, and, if necessary, a referral is made for additional testing to determine the reason for such underachievement.

3. **Communicating Assessment Results:**

Parents are kept informed of student performance via a weekly folder that is sent home with all graded assessments. Each assignment is signed by the parent and returned to school. They are filed in an assessment folder and given to the student at the end of each semester. Progress Reports are sent home four-and-a-half weeks into each new marking period. If a student shows signs that he or she is beginning to slip, a conference is called immediately. On an as needed daily basis, the teacher will phone or e-mail a parent to communicate a student's performance. Likewise, parents are encouraged to e-mail teachers to keep the avenue of communication open. If a student forgets an assignment, a homework slip is sent home for a parent's signature. If the homework slip is not returned signed, a phone call ensues.

The ITBS tests results are sent home with a cover letter containing information about the goals of the test. If desired, a parent conference is scheduled either by the parent or teacher at which strategies are discussed to improve a student's performance. The standardized testing results are presented to the School Board at a meeting where the previous year's plans for improvement are evaluated and plans for improving newly identified targeted areas are shared. Communication between teachers and parents is an absolute strength at St. Joseph School.

St. Joseph School has an annual art festival to showcase student artwork to the parents, parish and local communities. Additionally, the school's science fair entries are displayed for the parents to view before being judged by local business representatives. Place winners go on to Brevard County competition. Students are recognized each quarter by a variety of academic awards. Students who receive Principal's Honors, First or Second Honors, or who receive the BUG Award (**B**ringing **U**p **G**rades), are all recognized in the school's monthly newsletter and bulletin board. The newsletter is distributed to all school families and members of the St. Joseph Parish community. The students love to see their own work on display and to share in others' work and achievements.

4. Sharing Success:

One of the most productive ways to share success is by the interaction of teachers and administrators with their peers during break out sessions at in-service meetings, seminars, workshops and conferences. Many of our teachers have been invited to share their expertise at the Diocese of Orlando in-services. Faculty members have given presentations on classroom management, interpreting and using ITBS results and meeting individual needs of special education students. St. Joseph School teachers have been invited to other Catholic schools to give presentations as well. The principal has consulted with several schools to share innovative scheduling practices that are being used for the St. Joseph School middle school.

We feel that memberships in professional associations and the journals they publish are terrific avenues for sharing success and expanding horizons. Articles from these journals give teachers new strategies for success in their field. Faculty members periodically are asked to read an article prior to the weekly faculty meetings, and then share what was learned from the article. This information sharing has also been done at principal meetings. Many positive practices have come about as a result of this information sharing.

An invitation to visit St. Joseph School is always extended. Several principals and teachers from other schools have come to observe successful programs such as the student produced morning news. The Friday elective program at St. Joseph School is another program other schools have been interested in and have visited to seek advice on implementation. After such observations, we are sincerely flattered to be imitated with another school's successes in like genres.

Each year St. Joseph School names a student from the graduating class to represent the school at a Rotary Club luncheon. This student is honored at the luncheon, identified at the graduation ceremony and added to the Rotary plaque that hangs in the school office. The Melbourne-Palm Bay Chamber of Commerce also presents an annual award, named from the graduating class. This student is presented with a plaque at graduation.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

St. Joseph School follows the Diocese of Orlando Curriculum for all subject areas. This is a well-balanced, basic, sequential course of study for elementary schools. In order to engage students in significant content, developmentally appropriate texts and materials are chosen by the faculty for all grades and subject areas. The Diocese of Orlando has provided the schools with benchmarks for the curriculum that is used in the selection of the textbooks.

From kindergarten through Grade 8, a hands-on approach to learning is pursued. Math manipulatives, computer programs, and integrating different concepts in art, music and drama are a part of the curriculum. Students are engaged in the classroom by taking notes, making outlines, graphic organizers, spreadsheets, and graphing different concepts. Teachers work together to combine any areas where they can show integration among the subjects.

The Social Studies curriculum begins in the lower grades with communities and expands as the children move up to the next grade. The students cover United States History, World Geography and culminate with American History. To compliment the curriculum, there are trips to St. Augustine for 4th Grade Florida History, and a trip to Medieval Times which enhances the 3rd Grade Social Studies curriculum. The 8th Grade visits the Viera Court House and completes their learning with the happenings of 911 and the quest for world peace.

Science is taught in every grade using a hands-on approach. For example, the youngest students enjoy looking at the metamorphosis of a butterfly and the 8th Graders build cars to show acceleration. In between, there are lessons on the environment, trips to the zoo, the Orlando Science Center and Wonderworks. St. Joseph School is very fortunate to have a wooded area behind the school where the students can look at nature in its own habitat.

The art and music curricula are very developmental. Grades Kindergarten through Grade 5 have art and music at least once a week. Middle School is on a nine week rotation for these classes. Art is taught sequentially so that the students can improve their skills developmentally. Students are taught about artists and usually integrate writing and public speaking with the reports. Local artists are invited to speak to the children about their profession.

In many grades, the Music curriculum is designed to complement the Social Studies curriculum. The music teacher brings in the music from the historical era the class is studying in Social Studies. The recorder is taught in 3rd Grade, and students learn the instrument with much success. Middle school students are encouraged to create Power Point presentations on musicians, Broadway shows or operas. The younger students learn appropriate songs and visit nearby nursing homes to sing for the patrons. Fifth Grade attends Maxwell King Center when the Brevard Symphony Orchestra presents their annual concert.

The Spanish curriculum begins in kindergarten and continues through Grade 8. Students are taught simple greetings, number recognition, colors, etc. As developmentally appropriate, students are able to participate in conversational Spanish, learn grammar and complete written exercises. The 7th and 8th Grade students presently write to pen pals in Maine. The 8th Grade students translate stories into Spanish and read them to the primary grades. Many of the 8th Grade students are able to continue with Spanish II in high school. Hispanic tradition, folk tales, songs, games and food are also part of the Spanish curriculum. Middle school students can pursue the Spanish language in greater depth by joining the Spanish Club.

Educational studies have shown that there is a direct correlation between teacher expectations and student

performance. Expectations are high at St. Joseph School. Students must maintain specific grade averages to participate in athletics. Teachers and students devise rubrics that establish standards to be met in each subject area so students know exactly what is expected of them. Being involved in the expectations allows students to take responsibility for their learning and take pride in their accomplishments.

2a. (Elementary Schools) Reading:

The Reading curriculum that St. Joseph School uses is based on the English/Language Arts National Standards along with the Diocese of Orlando and Florida State standards and benchmarks. All material used is research based and updated every five years in compliance with accreditation standards. Teachers evaluate proposed texts and materials to determine which best meets the needs of our students. The text is decided upon and is evaluated by the teachers and compared to the benchmarks that the Diocese of Orlando requires.

Scott Foresman is used in Kindergarten through Grade 5. This textbook series was chosen because it enables teachers to meet the diverse learning styles in their classes. The Scott Foresman reading program utilizes a multi-sensory approach to literacy. In addition to printed material, students are taught skills through dramatization and music. The teachers are current with teaching trends and use a variety of methods and materials in their classrooms. Phonemic awareness, vocabulary building, reading comprehension and fluency instruction are part of the reading curriculum.

Some of the reading activities include a reading wheel, fluency instruction and word building activities, drama, developmental spelling, literature circles, daily writing workshops and grammar practice. This program includes English within its curriculum. The students have a Zaner-Bloser writing program, *Strategies for Writers*, which is sequential from Grade 1 to Grade 8. All students, Pre-Kindergarten through Grade 5, have Library classes once a week.

The literature and writing programs use the same Prentice Hall series from Grade 6 to Grade 8, *Timeless Voices, Timeless Themes*. Again, the benchmarks were reviewed to ensure this series would be able to meet the standards necessary for instruction. English language and writing are integrated with literature. The curriculum focuses on identifying and using techniques to study literature. Students edit and revise their writing for clarity, structure and meaning. A variety of literature, including classics and contemporary works, are used for instruction. In addition to the literature text and writing workshops, students also practice daily grammar skills with materials from the “Daily Bites” and “Caught Ya” programs. These programs were chosen because they allow the students to practice their grammar skills on a daily basis. The school also participates in the Reading Counts program, and students are required to read one book per month on their pre-determined reading level. Each student is graded on the comprehension test for the book they chose.

3. Mathematics, Science, Art, Etc.:

The St. Joseph School’s mission statement is centered on the appreciation of each student as a unique individual and asks them to challenge themselves at all times. All students have particular strengths and weaknesses in all curriculum areas. Although each curricular area addresses these strengths and weaknesses, the math curriculum at St. Joseph School is an excellent example of how essential skills and knowledge are based on our school mission.

Students use Scott Foresman Mathematics series in grades Kindergarten through Grade 5. Students are introduced to math at the primary level with developmentally appropriate practices, such as the use of math manipulatives, work centers, whole group learning and computer software. As students progress through the elementary grades, this multi-sensory approach, which addresses the distinctive learning style of students, continues. Students are heterogeneously grouped in math until Sixth Grade. In 2nd through 4th Grade, teachers and their instructional assistants work with students in small group settings. These

groups are based on student needs.

Students are also encouraged to join Math Superstars in Grade 1 through Grade 5. This is a program in which students are given the opportunity to expand their math knowledge outside the normal curriculum. They are given the assignments with an explanation, then the following week they meet again to review and discuss how they came up with the answers.

In the 6th through 8th Grades, students are placed in math classes based on their achievement, standardized test scores and teacher recommendations. The students in middle school use the Glencoe series. This provides an in-depth approach to skill mastery that responds to the particular needs of students at every level of accomplishment and offers advanced learners opportunities to be challenged.

To meet individual needs a variety of resources supplement class instruction. For example, a teacher might refer a student to the Resource Room for a particular topic, Title One support is also available for students who qualify and an after school math study group is held for students in grades 5-8 twice a week. From Kindergarten to 8th Grade, the math program is designed to respect the uniqueness of each student.

4. Instructional Methods:

St. Joseph School teachers use research-based instructional strategies to improve student learning. The faculty and staff are kept updated with current trends and practices in education by attending workshops, training sessions and by reading and sharing research papers and professional journals. All teachers practice inclusion with special needs students at every grade level. Teachers also accommodate students in their classroom from other grades when their individual needs indicate that they need instruction at a different level. Instructional methods vary to meet the needs of individual student or class.

Several methods used by teachers include differentiated instruction, literature circles, work boards, learning centers, fluency instruction, cooperative learning, a developmental spelling program and integration of technology. Students are also required to participate in Reading Counts and a daily grammar activity. Teachers are flexible with scheduling to enable students to have an extra math or reading period each week to practice reading or math skills.

With the help of the resource teacher, teachers individualize instruction by making accommodations or modifications for students who are reading below grade level. A student who scores below the 50th percentile on our standardized testing is referred to the resource teacher for specific skill practice. Students are also offered opportunities for reading and math practice with school volunteers who come in to work individually with students. Students use additional resources such as the Barnell Loft series and the SRA kits to enhance their reading comprehension. The Barnell Loft topics include: following directions, using words in context, finding the main idea, making inferences, and finding the sequence. The children work at their level and then weave their way through different color levels to ensure success. The SRA kits cover a multitude of skills as well. The Read Naturally Program is another resource used to develop reading fluency. Services for outside tutoring can also be arranged for students beside the extra help the teachers give after school.

5. Professional Development:

Teachers are a precious resource at St. Joseph School. Ongoing professional development is essential to maintaining and encouraging new ideas and strategies. In-service programs and faculty meetings are an immediate and focused approach to addressing specific topics and methods for improving student achievement. Guest speakers, faculty discussions and professional journal readings become the basis for developing innovative strategies to meet student needs. Specific articles from *Educational Leadership*, *T.H.E. Journal*, *ED TECH*, *Teaching Exceptional Children*, etc. are shared at faculty meetings. A decision to implement or research further ideas from these articles is discussed.

An example of professional development is the integration of technology into the curriculum. For a number of years, in-services on the use of technology in the classroom have been a hands-on topic of faculty meetings. Improved student technological achievement is evident in the ease with which students at all levels use technology creatively to strengthen their learning ability. The first Wednesday of each month the school dismisses early in order for teachers to spend time on staff development. Previous topics for staff development have included inclusive practices, interpreting standardized test scores and improving math computation. Currently, developing strategies for improving reading comprehension and fluency are being researched and discussed during faculty meetings.

Teachers are encouraged to attend workshops and conferences outside the school and to share their experiences with the faculty at the faculty meetings. Teachers have attended NCEA (National Catholic Educational Association), CEC (Council for Exceptional Children), ASCD (Association for Supervision and Curriculum Development), and BER (Bureau of Education Research) conferences along with numerous Title One workshops for reading and math strategies. Science and Math teachers have attended workshops offered by the public school district, and the Science teacher attended a workshop this summer for instruction in robotics at the National Aeronautics and Space Administration (NASA). This teacher was able to enhance the curriculum with a program for the students in the middle school. His work can be found on the St. Joseph School web page – www.st-joe.org.

PART VI - PRIVATE SCHOOL ADDENDUM

The purpose of this addendum is to obtain additional information from private schools as noted below. Attach the completed addendum to the end of the application, before the assessment data tables.

1. Private school association(s): Florida Catholic Conference (FCC), NCEA.
(Identify the religious or independent associations, if any, to which the school belongs. List the primary association first.)
2. Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes No
3. What are the 2005-2006 tuition rates, by grade? (Do not include room, board, or fees.)

\$ <u>4950</u> K	\$ <u>4950</u> 1 st	\$ <u>4950</u> 2 nd	\$ <u>4950</u> 3 rd	\$ <u>4950</u> 4 th	\$ <u>4950</u> 5 th
\$ <u>4950</u> 6 th	\$ <u>4950</u> 7 th	\$ <u>4950</u> 8 th	\$ _____ 9 th	\$ _____ 10 th	\$ _____ 11 th
\$ _____ 12 th	\$ _____ Other				

4. What is the educational cost per student?
(School budget divided by enrollment) \$ 5100.00
5. What is the average financial aid per student? \$ 500.00
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 1.5 %
7. What percentage of the student body receives scholarship assistance, including tuition reduction? 7.0 %

PART VII - ASSESSMENT RESULTS

St. Joseph Catholic School
 Riverside Publishing 2001 Iowa Test of Basic Skills Form A
 Scores are reported as percentiles.

Testing Month	October	October	October
Grade 8	2003-2004	2004-2005	2005-2006
Mathematics	72	73	75
Reading	84	78	81
Number of students tested	51	37	46
Percent of students tested	100%	100%	100%
Number of students excluded	5	7	4
Percent of students excluded	9%	18%	8%
Grade 7			
Mathematics	68	79	78
Reading	71	81	72
Number of students tested	34	46	44
Percent of students tested	100%	100%	100%
Number of students excluded	4	3	1
Percent of students excluded	11%	6%	2%
Grade 6			
Mathematics	74	75	73
Reading	75	73	74
Number of students tested	47	48	42
Percent of students tested	100%	100%	100%
Number of students excluded	5	10	6
Percent of students excluded	10%	20%	14%
Grade 5			
Mathematics	77	65	76
Reading	81	79	81
Number of students tested	53	44	39
Percent of students tested	100%	100%	100%
Number of students excluded	7	7	6
Percent of students excluded	13%	15%	15%
Grade 4			
Mathematics	67	80	88
Reading	78	80	87
Number of students tested	42	38	29
Percent of students tested	100%	100%	100%
Number of students excluded	4	5	7
Percent of students excluded	9%	13%	24%
Grade 3			
Mathematics	72	80	75
Reading	79	80	78
Number of students tested	38	36	30
Percent of students tested	100%	100%	100%
Number of students excluded	3	6	3
Percent of students excluded	7%	16%	10%

