

# 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 Ms. Rebecca Brown  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (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 2474 Lorraine Avenue  
(If address is P.O. Box, also include street address)

Crescent Springs, KY 41017-1493  
City State Zip Code+4 (9 digits total)

County Kenton State School Code Number\* N/A

Telephone ( 859 ) 578-2742 Fax ( 859 ) 578-2754

Website/URL www.stjoseph-nky.org/SCHOOL/SCHhome.htm E-mail bbrown@sjscrescent.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. Lawrence M. Bowman  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Diocese of Covington Tel. ( 859 ) 283-6230

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  
President/Chairperson Mr. Robert Noll, III  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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 \_\_\_\_\_

## **PART I - ELIGIBILITY CERTIFICATION**

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

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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.  
 \_\_\_\_\_ 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				7	21	29	50
K	27	23	50	8	35	19	54
1	31	24	55	9			
2	26	35	61	10			
3	30	29	59	11			
4	27	30	57	12			
5	46	27	73	Other			
6	25	32	57				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>516</b>

6. Racial/ethnic composition of the students in the school:
- |                   |                                  |
|-------------------|----------------------------------|
| <u>99</u>         | % White                          |
| <u>&lt;1</u>      | % Black or African American      |
| <u>&lt;1</u>      | % Hispanic or Latino             |
| <u>&lt;1</u>      | % Asian/Pacific Islander         |
| <u>0</u>          | % American Indian/Alaskan Native |
| <b>100% Total</b> |                                  |

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%

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

<b>(1)</b> <b>2</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	
<b>(2)</b> <b>4</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	
<b>(3)</b> <b>6</b>	Total of all transferred students [sum of rows (1) and (2)]	
<b>(4)</b> <b>516</b>	Total number of students in the school as of October 1	
<b>(5)</b> <b>.011</b>	Total transferred students in row (3) divided by total students in row (4)	
<b>(6)</b> <b>1</b>	Amount in row (5) multiplied by 100	

8. Limited English Proficient students in the school: 0%  
0 Total Number Limited English Proficient  
 Number of languages represented: N/A  
 Specify languages:
9. Students eligible for free/reduced-priced meals: 3%  
 Total number students who qualify: 13

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: 4%  
18 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>    </u> Autism	<u>    </u> Orthopedic Impairment
<u>    </u> Deafness	<u>  2  </u> Other Health Impaired
<u>    </u> Deaf-Blindness	<u>    </u> Specific Learning Disability
<u>    </u> Emotional Disturbance	<u> 16 </u> Speech or Language Impairment
<u>    </u> Hearing Impairment	<u>    </u> Traumatic Brain Injury
<u>    </u> Mental Retardation	<u>    </u> Visual Impairment Including Blindness
<u>    </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>  2  </u>	<u>  0  </u>
Classroom teachers	<u> 21 </u>	<u>  4  </u>
Special resource teachers/specialists	<u>  7  </u>	<u>  2  </u>
Paraprofessionals	<u>  1  </u>	<u>  5  </u>
Support staff	<u> 10 </u>	<u>  1  </u>
Total number	<u> 41 </u>	<u> 12 </u>

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 17 to 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	93%	93%	93%	94%	93%
Daily teacher attendance	98%	96%	99%	97%	96%
Teacher turnover rate	16%	16%	14%	11%	26%
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	NA	NA	NA	NA	NA

14. (*High Schools Only*) Show what the students who graduated in Spring 2004 are doing as of September 2004.

Graduating class size	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other (travel, staying home, etc.)	_____ %
Unknown	_____ %
<b>Total</b>	<b>100 %</b>

## **PART III – SUMMARY**

St. Joseph Elementary School (SJS) is a fully accredited, K – 8 school located in Crescent Springs, Kentucky, just across the river from Cincinnati, Ohio. Founded in 1916, the area has grown from a rural community into a suburban area, from the original two-room school into the multi-winged building that now accommodates over 500 students. The facility includes 24 classrooms, a music room, a library, a computer room, a multi-purpose room, a gymnasium and a reading resource room.

In partnership with parents, the mission remains constant: to educate students in an atmosphere where Christ is present and permeates the curriculum. St. Joseph parish has consistently supported the school both financially and spiritually, providing the children of the parish with a quality, Catholic education. The staff includes teacher assistants in the kindergarten and primary classrooms, a reading resource teacher, two academic support teachers, physical education, music, library, computer, Spanish and a Guidance Counselor who work collaboratively with the core teachers to provide each student with a high quality research based instructional program that guarantees success for all. The dedication and success of the staff can be seen in the multiple awards that teachers win including: the 2005 National Catholic Education Association's Distinguished Teacher of the Year, the Diocese of Covington Teacher of the Year, the Catechist of the Year and the Golden Achievement Award as well as the Wal-Mart Kentucky State Teacher of the Year.

*God Has Chosen Me* is the school-wide theme which is reflected and reinforced in all classrooms, throughout school communications including the weekly newsletter, the school web site, and in weekly liturgies. Students recognize each other for living the example of the theme and are acknowledged on the weekly news show. St. Joseph School consistently targets the responsibility of students to create a caring environment in the school and the community at large. Students, teachers and parents work cooperatively on service activities such as the annual warm weather wear drive, toy drive, support of the Ronald McDonald House, Shop with A Cop program, and the "ark" purchased for Heifer International. Eighth graders perform many hours of community service in preparation for their Confirmation. These stewardship activities reinforce the dignity of the individual and the necessity of service to the community.

Students and faculty have access to multi-media technology throughout the building including the computer lab, connectivity of computers to televisions, Smart Boards and numerous software programs that support learning in all subject areas. All classrooms have at least two Internet connected computers. Teachers use the Internet to actively engage the students with their learning, to maintain teacher websites and to communicate with parents. A team of students produce weekly newscasts and shows viewed school-wide through closed-circuit and community wide through the local cable television access.

Students enjoy a wide array of fine arts programs. The music room provides a keyboard lab for students to learn piano. The 15,000 book library gives the students varied resources for assignments. Students participate in numerous after school activities including guitar, band, piano, and student liturgical choir. The drama club presents a spring production each year that involves many students who not only act but also direct the technical side of the production. The athletic program includes basketball, volleyball and cheerleading with participation open to all St. Joseph School students.

St. Joseph School is blessed with a strong and supportive administration, faculty and parent base that work cooperatively to give each student the tools and resources necessary to be life-long learners and productive members of the church and society.

## **PART IV – INDICATORS OF ACADEMIC SUCCESS**

### **1. Assessment Results**

St. Joseph School uses the Terra Nova, 2<sup>nd</sup> edition standardized test published by CTB McGraw-Hill and is administered annually to all students in grades 1, 3, 5, 6 and 7. This test provides data regarding each child's achievement in reading, language, mathematics, spelling, science and social studies. In addition, students in grades 3, 5, 6 and 7 take the CAT Complete Battery (In View) to determine their aptitude or Cognitive Skills Index (CSI). The CSI score is then used to identify an anticipated level of achievement. The Terra Nova/Inview results allow for analysis of the relation between anticipated and obtained results for individual students. Anticipated scores are determined by comparing scores for students of similar age and grade and with similar cognitive ability. If there is an educationally meaningful difference between the anticipated and obtained achievement scores, it is noted as being either below or above. Many SJS students achieve above their anticipated achievement level. When a student is achieving below their anticipated achievement level, results are looked at and compared to class work to determine if the student needs remedial help or academic evaluation.

Test averages are listed as national percentiles and Normal Curve Equivalent (NCE). The *Normal Curve Equivalent* (NCE) is based on an equal interval scale that ranges from 1 to 99; therefore, this score can be used to make comparisons from year to year. St. Joseph School's 7<sup>th</sup> graders NCE score in Reading for 2005 was 66.2, in 2004, 65.1. It is then correct to say that the 7<sup>th</sup> graders have shown improvement. This same improvement in Reading can be seen across the grades levels. 6<sup>th</sup> grade scores have improved from 61.7 in 2003 to 69.8 in 2005, 5<sup>th</sup> grade scores have risen from 60.7 to 66.5, third grade from 66.1 to 66.7 and first grade from 65.4 to 70. A similar rise in growth can be seen in the school's math scores. The faculty and administration look for an increase in scores as an indication of academic growth.

St. Joseph students historically perform well on the Terra Nova standardized tests. Scores have always been above the national average and competitive among diocesan standards in all areas and in all grade levels. The most recent test results indicate that the Mean Normal Curve Equivalent (MNCE) scores are equal to or better than ninety students out of one hundred who took this particular test last year. The NCE is based on an equal-interval scale with 50 being the median score. 7<sup>th</sup> grade students scored a 70 MNCE in Mathematics, this means SJS 7<sup>th</sup> graders scored 20 points higher than the average 7<sup>th</sup> grade student.

SJS students consistently obtain and frequently exceed the anticipated levels of achievement as indicated by cognitive scores. SJS students are able to perform beyond their expected potential because of the high level of commitment of the teachers, the high expectations and the rigorous standards that are set for all students. SJS alumni often return to visit and tell of their successes as high school valedictorians to community leadership. Alumni still living in the area send their own children to SJS. What greater tribute in the high quality of this school's education program than the fact that the alumni living in the area send their own children to SJS?

The school community reflects the at-large community demographics; therefore, there are no subgroups available for comparison.



## **2. Using Assessment Results**

Through an analysis of the Terra Nova test data, the administration and faculty review the data provided by the standardized test and identify areas of strength and areas for improvement in the curriculum. Performance objectives are used to further detail areas for improvement, and action plans are developed.

To improve instruction, assessment data are analyzed for trends in student achievement. The administration organizes the information so that the faculty can examine student progress. This helps the staff to make any necessary adjustments to instruction. For example, after analyzing language arts and math data, phonetic based spelling books and Math textbooks that emphasized more basic computation were adopted. Analysis of testing data are also used to target “at risk” learners. These students are then eligible for individual or small group work with the academic support teachers. Reading scores are scrutinized to identify those students in grades 1-3 that are eligible for small group work with the reading teacher. Math and reading assessment data are also used to identify those students who qualify for after school Title I services in grades 1-5. Terra Nova assessment data are used to determine those students who qualify for enrichment classes through the local University and for 7<sup>th</sup> grade students’ eligibility to participate in the DUKE Talent Identification Program.

Throughout the school year, the administration and academic support teachers review every student’s mid-term and quarter report cards to identify students who need additional assistance. They confer with parents and help teachers make appropriate accommodations.

Using Terra Nova results in conjunction with other educational assessment data, such as pre and post test data, running records and anecdotal records, St. Joseph’s faculty and administration work together to provide students with the tools necessary to ensure their success.

## **3. Communicating Assessment Results**

In support of St. Joseph School’s Mission to work in partnership with parents, the teachers strive to keep parents informed of their child’s academic performance through parent/teacher conferences, computerized interim and quarterly reports, and various individual communications such as email, phone calls and notes. A professional day is set aside each year for first quarter parent teacher conferences. Parents are encouraged to keep close communication throughout the year with teachers; conferences can be requested at any time by either the parent, teacher or the administration.

Before the administration shares standardized assessment results with students, parents and stakeholders in the community, assessment results are analyzed and compared to Diocesan results. These results are sent home in the principal’s weekly newsletter along with a narrative explanation of how to interpret the data. Individual student scores are sent home. Through a Parent Teacher Organization meeting, the administration provides “Coffee, Tea and Test Scores” meetings with parents to share results of the current year as well as an analysis of NCE scores per grade level. Parents are encouraged to ask questions to ensure a clear understanding of the results and how to assist their children in achieving academic success.

The principal presents Terra Nova results to the Education Commission. This report is available to the parish community in the lobby of the church and is also posted on the school website. The full-time certified guidance counselor is available for individual consultation with parents and faculty. Prospective students and parents are welcome to view performance results while visiting the school. Honor Roll students are recognized quarterly following an all-school Mass; this list is also published in the local newspaper and honor roll graduates are published in the Sunday bulletin. The faculty celebrates student successes and strives to continually improve instructional methods.

#### **4. Sharing Success**

St. Joseph School is a member of the National Catholic Educational Association and faculty members are members of curriculum specific organizations such as OCTM and NSTA and Phi Delta Kappa. Faculty attend school, diocesan and national conferences which provide the opportunity for networking with colleagues. Several faculty members have presented at faculty, deanery and diocesan workshops.

The principal is the local AESA president where principals of the Diocese meet regularly to share and discuss successful ways of implementing curriculum, policy and fundraising ideas. The principal serves on the diocesan policy and curriculum review committees. She attends Diocesan board meetings where she reports on the successes of the school.

The principal serves as a resource to schools as a facilitator and/or chair for the Kentucky Non-Public Schools Association accreditation process. Principals from the Diocese of Owensboro observed and discussed differentiated instruction with SJS teachers. These principals returned to their diocese to implement differentiated instruction. The guidance counselor and Kindergarten teacher meet regularly with their counterparts from other diocesan schools to spread collegiality and offer support.

St. Joseph hosts practicum and student teachers yearly. Teachers from St. Joseph are also active members of the local high school boards of education and booster organizations.

St. Joseph School is a good citizen in the community and shares its good news through a number of local and regional media outlets. Volunteers from the faculty, the PTO, and the Education Commission provide press releases to the media. The Marketing Committee mailed postcards to community members providing good news on the school. St. Joseph participates in community-wide activities such as the annual 911 Memorial and Villa Hills City Council student meeting. Student projects and art work are displayed in the lobbies of local banks and restaurants. St. Joseph students and faculty are excellent ambassadors throughout the community.

## **PART V – CURRICULUM AND INSTRUCTION**

### **1. Curriculum**

The St. Joseph School curriculum is based upon the Diocesan Curriculum Framework established by the Diocese of Covington. This framework is aligned with national standards and with the Learner Goals and Academic Expectations established by the Kentucky Department of Education. Adherence to this standards-based curriculum is a requirement for ongoing accreditation through the Kentucky Non-Public Schools Commission. St. Joseph’s curriculum is designed to ensure that each of its students acquire an excellent working knowledge in all the core subjects, including religion, reading, mathematics, language arts, science, social studies, and Spanish. However, SJS does not measure its educational success only by the achievement of this goal. Equally important, is instilling a lifelong love of learning, reinforcement of a strong moral code, providing creative and practical problem solving experiences, equipping the students with the technological knowledge to excel in the real world, and encouragement for each student to utilize their unique talents and abilities.

As a Catholic school, our students receive religious instruction daily. The **Religion** curriculum guarantees that all students receive a well-rounded foundation in Catholic doctrine, values, and tradition. Students attend weekly liturgical celebrations and have many opportunities for community service. The yearly school wide theme is always embedded in religion. In addition, all students work on a monthly Christian value and students that exemplify that value are honored.

Please refer to Part V, Questions 2 and 3 for a detailed description of the reading and math curriculums respectively. The comprehensive **Language Arts** program consists of reading, writing, spelling, vocabulary and grammar. All students maintain writing portfolios. Students participate in the Collins Writing Program, which teaches the importance of varied types of writing.

After analyzing the **Science** program, upgrades were implemented that resulted in a more challenging and engaging researched-based science program. Now the students are involved in hands-on science classes based on the scientific method. Teachers utilize labs and experiments that teach scientific concepts. High quality student- produced projects are presented at the annual SJS science fair. Only the highest quality science projects are selected to enter the Diocesan Competition. The **Social Studies and History** curriculum at SJS incorporates government, economics, history, society, civic ideals and practices, geography, culture and global connections. Students acquire a solid understanding of the world they live in as well as the various political, physical, and cultural influences that shape it. The students participate in field trips, government sponsored contests, invite guest speakers and design “special days” such as Colonial Day, Veteran’s Day and a historical Wax Museum to make history come alive.

**Spanish** is part of the core curriculum for all students. Beginning with grade 1, students are introduced to the Spanish language and culture through conversation, songs, games and basic vocabulary development. This is achieved with instructional materials that include manipulatives, videos and teacher resources from the *Espanol Para Ti* program. The full-time Spanish teacher works with students in grades 4-8 using texts and projects to begin a more formalized study of written and oral language that prepares them for success in advanced placement coursework in high school. Students receive two or three 45-minute classes of direct instruction weekly.

**The Fine Arts Curriculum** is orchestrated in the music program. Students dance, sing, play instruments and learn to read and write music. Students participate in the band, sing in the choir, and perform in class and annual talent shows. Art is integrated throughout the curriculum as well as specific art lessons provided by local artists, art teachers and trained parents in Art Appreciation. Drama is embedded throughout the curriculum and demonstrated in the annual Christmas productions, spring plays, and classroom skits/ puppet shows.

### **3. Mathematics, Science, Art, Etc.**

Saint Joseph's mission statement acknowledges that teachers strive to recognize the individuality and potential of each child. The Math Program embraces this goal.

The curriculum was aligned and a new math series was adopted in 2002 with rigorous instruction and ongoing assessment. The curriculum focuses on bridging mathematical concepts and techniques from concrete to abstract. The teachers emphasize manipulatives, cross-curricular application, early introduction of algebraic concepts and comprehension communicated in the language of mathematics. High-level reasoning skills are introduced in kindergarten and students progress on the continuum culminating in completion of Algebra I by graduation. Technology is integral to the math program. Instruction includes the use of laptops connected to TV, Smart Boards, interactive software, and Internet sources to enhance the presentation of math concepts and provide an interactive exchange of knowledge. Eighth grade participates in The Stock Market Game Program. Beginning with a virtual cash account, participants attempt to design the best-performing portfolio over a six-week period. Skill development is made through participation in the interactive games for better student understanding.

Teachers are trained to provide differentiated instruction using their rich content knowledge to present math concepts in a variety of ways. Using pre-assessment, on-going assessment, and an understanding of student learning styles, the curriculum is adjusted to guarantee success for all learners. Individual lessons are tiered by content, process, or product, allowing children to master objectives at their own level.

Students benefit from the assistance of academic support teachers and classroom aides. This allows both enrichment and remediation in smaller group settings emphasizing hands-on real world activities, critical thinking and problem solving skills.

The effectiveness of the math program is reflected in the steady increase of student academic achievement and the increase in Math achievement on the Terra Nova standardized test scores over the last few years.

### **4. Instructional Methods**

St. Joseph School recognizes the individuality and potential of each child; therefore, the best possible learning environment is created implementing research-based instruction to meet individual student needs. St. Joseph faculty proactively targets student learning variations through differentiating instruction, ongoing assessments, recognizing students' learning styles, multiple intelligence preferences, readiness levels, personal interests, and connecting knowledge to the students' world.

SJS teachers work to establish a brain compatible room that guarantees the highest student achievement. The teaching of values and practice of Catholic traditions help the school establish an atmosphere that is safe, nurturing and non-threatening for students. The faculty develops lessons and units that address best practice instructional strategies to include: multiple intelligences, learning styles, levels of cognition, critical thinking, and developmental appropriate hands-on activities. New and old teaching aids are integrated in learning and instruction for the visual and kinesthetic learners whether on a Smart Board or simply using counting cubes.

At each grade level, the faculty teaches content through integrated thematic units of study. Within the units, assessments include oral/ written tests, group/individual performance tasks with rubrics and culminating activities. In order for tiering to take place, teachers know individual student levels through pretest assessments. Field trips provide the "being there experience" that enriches the senses. Units/Lessons provide many choices for students to demonstrate learning as well as adequate time for student reflection on their learning. Teachers know the importance of providing immediate feedback on student questions, responses and assignments. With teachers focused on best practices, brain compatible learning and differentiating instruction, SJS students tested within the top 10% of the nation in reading and math for the last few years.

## **5. Professional Development**

St. Joseph School faculty engage in a variety of professional development activities. Opportunities are provided on school, district, state and national levels. All professional development opportunities target the school's Improvement Plan. It improves the educator's professional expertise to enhance their instructional practices and increase student achievement. All faculty members are expected to complete a minimum of twelve hours of professional development. Teachers frequently exceed that minimum. Staff members are also encouraged to attend professional training; teacher assistants participate in the Kenton County teacher aide professional development meetings.

Professional development is focused on understanding the different ways in which children learn. A team of teachers participated in sessions at the National Differentiated Instruction Conference and the Midwest DI Conference. These teachers coached the faculty, led the training on DI and served as teacher mentors. The result is teachers actively engage all student learners at their readiness levels, interests and learning preferences. In addition, appropriate accommodations and modifications are made to meet individual learning needs. Standardized test scores have improved to place SJS in the top 10% of schools in the nation. Attitude and interest of students in their education has become more enthusiastic as teachers prepare assignments that both challenge and engage.

The school offers other professional development opportunities aligned with the school's goals, which include instruction in classroom management, technology, Accelerated Reader, and Gesell Developmental Assessment. Each year, professional time is dedicated for a thorough review of standardized test data and an action plan is prepared.

Saint Joseph School supports professional development with finances, time and resources. An educational stipend is awarded annually for faculty to use for professional development that are in line with the school improvement plan. Substitutes are provided so that teachers may visit other schools, classrooms, or attend workshops during the school day.

## **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): National Catholic Educational Association  
(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.)

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

	<u>In-Parish</u>	<u>Out-of-Parish</u>
1 student	\$ 3,350	\$ 4,280
2 students	4,830	7,430
3 students	6,100	10,740
4+ students	6,240	10,985

4. What is the educational cost per student? \$ 3,900  
(School budget divided by enrollment)

5. What is the average financial aid per student? \$ 1,537

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? .8 %

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 4 %

# PART VII - ASSESSMENT RESULTS

## ST. JOSEPH SCHOOL ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Subject READING Grade 7

Test: Terra Nova Edition/Publication Year: 2<sup>nd</sup> Edition / 2000 Publisher: McGraw-Hill Publishing

Test: CAT/5 Edition/Publication Year: 5<sup>th</sup> Edition / 1991 Publisher: McGraw-Hill Publishing

Scores are reported here as (check one): NCEs  Scaled scores  Percentiles

	TERRA NOVA 2004-2005	TERRA NOVA 2003-2004	TERRA NOVA 2002-2003	TERRA NOVA 2001-2002	CAT/5 2000-2001
Testing month	April	April	March	March	March
<b>SCHOOL SCORES</b>					
Total Score	66.2	65.1	63.1	63.9	61
Number of students tested	50	55	62	84	57
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
1. _____ (specify subgroup)	N/A	N/A	N/A	N/A	N/A
Number of students tested					
2. _____ (specify subgroup)					
Number of students tested					
3. _____ (specify subgroup)					
Number of students tested					
4. _____ (specify subgroup)					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
<b>NATIONAL MEAN SCORE</b>	50	50	50	50	50
<b>NATIONAL STANDARD DEVIATION</b>	+/- 21.05	+/- 21.05	+/- 21.05	+/- 21.05	+/- 21.05

**ST. JOSEPH SCHOOL**  
**ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS**

Subject MATHEMATICS Grade 7

Test: Terra Nova Edition/Publication Year: 2<sup>nd</sup> Edition / 2000 Publisher: McGraw-Hill Publishing

Test: CAT/5 Edition/Publication Year: 5<sup>th</sup> Edition / 1991 Publisher: McGraw-Hill Publishing

Scores are reported here as (check one): NCEs  Scaled scores  Percentiles

	TERRA NOVA 2004-2005	TERRA NOVA 2003-2004	TERRA NOVA 2002-2003	TERRA NOVA 2001-2002	CAT/5 2000-2001
Testing month	April	April	March	March	March
<b>SCHOOL SCORES</b>					
Total Score	65.1	64.7	59.6	66.1	65
Number of students tested	50	55	62	84	57
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>	N/A	N/A	N/A	N/A	N/A
1. _____ (specify subgroup)					
Number of students tested					
2. _____ (specify subgroup)					
Number of students tested					
3. _____ (specify subgroup)					
Number of students tested					
4. _____ (specify subgroup)					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
<b>NATIONAL MEAN SCORE</b>	50	50	50	50	50
<b>NATIONAL STANDARD DEVIATION</b>	+/- 21.05	+/- 21.05	+/- 21.05	+/- 21.05	+/- 21.05



**ST. JOSEPH SCHOOL**  
**ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS**

Subject READING Grade 6

Test: Terra Nova Edition/Publication Year: 2<sup>nd</sup> Edition / 2000 Publisher: McGraw-Hill Publishing

Test: CAT/5 Edition/Publication Year: 5<sup>th</sup> Edition / 1991 Publisher: McGraw-Hill Publishing

Scores are reported here as (check one): NCEs  Scaled scores  Percentiles

	TERRA NOVA 2004-2005	TERRA NOVA 2003-2004	TERRA NOVA 2002-2003
Testing month	April	April	March
<b>SCHOOL SCORES</b>			
Total Score	69.8	66.6	61.7
Number of students tested	47	60	54
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
<b>SUBGROUP SCORES</b>	N/A	N/A	N/A
1. _____ (specify subgroup)			
Number of students tested			
2. _____ (specify subgroup)			
Number of students tested			
3. _____ (specify subgroup)			
Number of students tested			
4. _____ (specify subgroup)			
Number of students tested			

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2004-2005	2003-2004	2002-2003
<b>NATIONAL MEAN SCORE</b>	50	50	50
<b>NATIONAL STANDARD DEVIATION</b>	+/- 21.05	+/- 21.05	+/- 21.05

\*\*Sixth grade tested beginning 2002-2003 school year

**ST. JOSEPH SCHOOL**  
**ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS**

Subject MATHEMATICS Grade 6

Test: Terra Nova Edition/Publication Year: 2<sup>nd</sup> Edition / 2000 Publisher: McGraw-Hill Publishing

Test: CAT/5 Edition/Publication Year: 5<sup>th</sup> Edition / 1991 Publisher: McGraw-Hill Publishing

Scores are reported here as (check one): NCEs  Scaled scores  Percentiles

	TERRA NOVA 2004-2005	TERRA NOVA 2003-2004	TERRA NOVA 2002-2003
Testing month	April	April	March
<b>SCHOOL SCORES</b>			
Total Score	70.4	65.4	61
Number of students tested	47	60	54
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
<b>SUBGROUP SCORES</b>	N/A	N/A	N/A
1. _____ (specify subgroup)			
Number of students tested			
2. _____ (specify subgroup)			
Number of students tested			
3. _____ (specify subgroup)			
Number of students tested			
4. _____ (specify subgroup)			
Number of students tested			

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2004-2005	2003-2004	2002-2003
<b>NATIONAL MEAN SCORE</b>	50	50	50
<b>NATIONAL STANDARD DEVIATION</b>	+/- 21.05	+/- 21.05	+/- 21.05

\*\*Sixth grade tested beginning 2002-2003 school year

**ST. JOSEPH SCHOOL**  
**ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS**

Subject READING Grade 5

Test: Terra Nova Edition/Publication Year: 2<sup>nd</sup> Edition / 2000 Publisher: McGraw-Hill Publishing

Test: CAT/5 Edition/Publication Year: 5<sup>th</sup> Edition / 1991 Publisher: McGraw-Hill Publishing

Scores are reported here as (check one): NCEs  Scaled scores  Percentiles

	TERRA NOVA 2004-2005	TERRA NOVA 2003-2004	TERRA NOVA 2002-2003	TERRA NOVA 2001-2002	CAT/5 2000-2001
Testing month	April	April	March	March	March
<b>SCHOOL SCORES</b>					
Total Score	66.5	74.0	63.6	60.7	58.1
Number of students tested	53	52	61	60	62
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>	N/A	N/A	N/A	N/A	N/A
1. _____ (specify subgroup)					
Number of students tested					
2. _____ (specify subgroup)					
Number of students tested					
3. _____ (specify subgroup)					
Number of students tested					
4. _____ (specify subgroup)					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
<b>NATIONAL MEAN SCORE</b>	50	50	50	50	50
<b>NATIONAL STANDARD DEVIATION</b>	+/- 21.05	+/- 21.05	+/- 21.05	+/- 21.05	+/- 21.05

**ST. JOSEPH SCHOOL**  
**ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS**

Subject MATHEMATICS Grade 5

Test: Terra Nova Edition/Publication Year: 2<sup>nd</sup> Edition / 2000 Publisher: McGraw-Hill Publishing

Test: CAT/5 Edition/Publication Year: 5<sup>th</sup> Edition / 1991 Publisher: McGraw-Hill Publishing

Scores are reported here as (check one): NCEs  Scaled scores  Percentiles

	TERRA NOVA 2004-2005	TERRA NOVA 2003-2004	TERRA NOVA 2002-2003	TERRA NOVA 2001-2002	CAT/5 2000-2001
Testing month	April	April	March	March	March
<b>SCHOOL SCORES</b>					
Total Score	66.5	67.7	61.8	60.1	70
Number of students tested	53	52	61	60	62
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>	N/A	N/A	N/A	N/A	N/A
1. _____ (specify subgroup)					
Number of students tested					
2. _____ (specify subgroup)					
Number of students tested					
3. _____ (specify subgroup)					
Number of students tested					
4. _____ (specify subgroup)					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
<b>NATIONAL MEAN SCORE</b>	50	50	50	50	50
<b>NATIONAL STANDARD DEVIATION</b>	+/- 21.05	+/- 21.05	+/- 21.05	+/- 21.05	+/- 21.05

**ST. JOSEPH SCHOOL**  
**ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS**

Subject READING Grade 3

Test: Terra Nova Edition/Publication Year: 2<sup>nd</sup> Edition / 2000 Publisher: McGraw-Hill Publishing

Test: CAT/5 Edition/Publication Year: 5<sup>th</sup> Edition / 1991 Publisher: McGraw-Hill Publishing

Scores are reported here as (check one): NCEs  Scaled scores  Percentiles

	TERRA NOVA 2004-2005	TERRA NOVA 2003-2004	TERRA NOVA 2002-2003	TERRA NOVA 2001-2002	CAT/5 2000-2001
Testing month	April	April	March	March	March
<b>SCHOOL SCORES</b>					
Total Score	66.7	61.8	61.0	66.1	65.3
Number of students tested	56	69	61	54	63
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>	N/A	N/A	N/A	N/A	N/A
1. _____ (specify subgroup)					
Number of students tested					
2. _____ (specify subgroup)					
Number of students tested					
3. _____ (specify subgroup)					
Number of students tested					
4. _____ (specify subgroup)					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
<b>NATIONAL MEAN SCORE</b>	50	50	50	50	50
<b>NATIONAL STANDARD DEVIATION</b>	+/- 21.05	+/- 21.05	+/- 21.05	+/- 21.05	+/- 21.05

**ST. JOSEPH SCHOOL**  
**ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS**

Subject MATHEMATICS Grade 3

Test: Terra Nova Edition/Publication Year: 2<sup>nd</sup> Edition / 2000 Publisher: McGraw-Hill Publishing

Test: CAT/5 Edition/Publication Year: 5<sup>th</sup> Edition / 1991 Publisher: McGraw-Hill Publishing

Scores are reported here as (check one): NCEs  Scaled scores  Percentiles

	TERRA NOVA 2004-2005	TERRA NOVA 2003-2004	TERRA NOVA 2002-2003	TERRA NOVA 2001-2002	CAT/5 2000-2001
Testing month	April	April	March	March	March
<b>SCHOOL SCORES</b>					
Total Score	69.1	66.3	63.1	65.4	77.3
Number of students tested	56	69	61	54	63
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>	N/A	N/A	N/A	N/A	N/A
1. _____ (specify subgroup)					
Number of students tested					
2. _____ (specify subgroup)					
Number of students tested					
3. _____ (specify subgroup)					
Number of students tested					
4. _____ (specify subgroup)					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
<b>NATIONAL MEAN SCORE</b>	50	50	50	50	50
<b>NATIONAL STANDARD DEVIATION</b>	+/- 21.05	+/- 21.05	+/- 21.05	+/- 21.05	+/- 21.05

**ST. JOSEPH SCHOOL**  
**ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS**

Subject READING Grade 1

Test: Terra Nova Edition/Publication Year: 2<sup>nd</sup> Edition / 2000 Publisher: McGraw-Hill Publishing

Test: CAT/5 Edition/Publication Year: 5<sup>th</sup> Edition / 1991 Publisher: McGraw-Hill Publishing

Scores are reported here as (check one): NCEs  Scaled scores  Percentiles

	TERRA NOVA 2004-2005	TERRA NOVA 2003-2004	TERRA NOVA 2002-2003	TERRA NOVA 2001-2002
Testing month	April	April	March	March
<b>SCHOOL SCORES</b>				
Total Score	70	66.5	69.9	65.4
Number of students tested	60	63	56	73
Percent of total students tested	100	100	100	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
<b>SUBGROUP SCORES</b>	N/A	N/A	N/A	N/A
1. _____ (specify subgroup)				
Number of students tested				
2. _____ (specify subgroup)				
Number of students tested				
3. _____ (specify subgroup)				
Number of students tested				
4. _____ (specify subgroup)				
Number of students tested				

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2004-2005	2003-2004	2002-2003	2001-2002
<b>NATIONAL MEAN SCORE</b>	50	50	50	50
<b>NATIONAL STANDARD DEVIATION</b>	+/- 21.05	+/- 21.05	+/- 21.05	+/- 21.05

\*\*First grade tested beginning 2001-2002 school year

**ST. JOSEPH SCHOOL**  
**ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS**

Subject MATHEMATICS Grade 1

Test: Terra Nova Edition/Publication Year: 2<sup>nd</sup> Edition / 2000 Publisher: McGraw-Hill Publishing

Test: CAT/5 Edition/Publication Year: 5<sup>th</sup> Edition / 1991 Publisher: McGraw-Hill Publishing

Scores are reported here as (check one): NCEs  Scaled scores  Percentiles

	TERRA NOVA 2004-2005	TERRA NOVA 2003-2004	TERRA NOVA 2002-2003	TERRA NOVA 2001-2002
Testing month	April	April	March	March
<b>SCHOOL SCORES</b>				
Total Score	75.1	69.4	69.1	69.2
Number of students tested	73	56	63	60
Percent of total students tested	100	100	100	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
<b>SUBGROUP SCORES</b>	N/A	N/A	N/A	N/A
1. _____ (specify subgroup)				
Number of students tested				
2. _____ (specify subgroup)				
Number of students tested				
3. _____ (specify subgroup)				
Number of students tested				
4. _____ (specify subgroup)				
Number of students tested				

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2004-2005	2003-2004	2002-2003	2001-2002
<b>NATIONAL MEAN SCORE</b>	50	50	50	50
<b>NATIONAL STANDARD DEVIATION</b>	+/- 21.05	+/- 21.05	+/- 21.05	+/- 21.05

\*\*First grade tested beginning 2001-2002 school year