

U.S. Department of Education
2017 National Blue Ribbon Schools Program

[] Public or [X] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Mrs. Christine Blake

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

Official School Name St. John the Evangelist School, Long Green Valley

(As it should appear in the official records)

School Mailing Address 13311 Long Green Pike

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

City Hydes State MD Zip Code+4 (9 digits total) 21082-9716

County Baltimore

Telephone (410) 592-9585 Fax _____

Web site/URL http://www.stjohnschoolgv.org E-mail school@stjohnschoolgv.org

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

Date _____

(Principal's Signature)

Name of Superintendent*Mr. James Sellinger Sr. E-mail Jim.Sellinger@archbalt.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Archdiocese of Baltimore Tel. (410) 547-5515

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

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mrs. Deborah Jenkins
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

Date _____

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

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

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

PART I – ELIGIBILITY CERTIFICATION

1. The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2017 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2011 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2012, 2013, 2014, 2015, or 2016.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.
9. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
10. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
11. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2016-2017) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- ☐ Elementary schools (includes K-8)
☐ Middle/Junior high schools
☐ High schools
☐ K-12 schools
- ☐ TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- ☐ Urban or large central city
☐ Suburban with characteristics typical of an urban area
☐ Suburban
☐ Small city or town in a rural area
☒ Rural
3. Number of students as of October 1, 2016 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	7	11	18
K	9	6	15
1	12	9	21
2	5	7	12
3	8	7	15
4	11	4	15
5	6	12	18
6	12	8	20
7	10	8	18
8	12	10	22
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	92	82	174

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
0 % Asian
0 % Black or African American
1 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
94 % White
5 % Two or more races
100 % Total

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

5. Student turnover, or mobility rate, during the 2015 – 2016 school year: 1%

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2015 until the end of the 2015-2016 school year	1
(2) Number of students who transferred <i>from</i> the school after October 1, 2015 until the end of the 2015-2016 school year	0
(3) Total of all transferred students [sum of rows (1) and (2)]	1
(4) Total number of students in the school as of October 1, 2015	185
(5) Total transferred students in row (3) divided by total students in row (4)	0.005
(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: 5 %

Total number students who qualify: 9

8. Students receiving special education services: 5 %
8 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>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>7</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>1</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

9. Number of years the principal has been in her/his position at this school: 5

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers including those teaching high school specialty subjects	12
Resource teachers/specialists/coaches e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	4
Paraprofessionals under the supervision of a licensed professional supporting single, group, or classroom students.	1
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 15:1

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

Required Information	2015-2016	2014-2015	2013-2014	2012-2013	2011-2012
Daily student attendance	96%	97%	96%	95%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2016.

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

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No X

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school's mission or vision statement.

St. John the Evangelist Catholic School is an Archdiocese of Baltimore Collaborative School that prepares students for success by providing academic excellence, formation in Christian values and service, and diverse extra-curricular activities. The faculty actively engages students using a variety of instructional approaches that support each child's uniqueness. Together with the community, St. John the Evangelist School aspires to infuse Catholic identity into all aspects of the school's daily life, leading each child to Christ.

PART III – SUMMARY

St. John the Evangelist Catholic School (SJE) is an Archdiocese of Baltimore Collaborative School serving students from preschool through Grade 8. Located in rural Baltimore County, Maryland, close to the Harford County line, the majority of the student body is comprised of Catholic families. Since the school borders neighboring counties, the student population reflects the demographics of the people living in these two neighboring areas both in terms of race and economics.

In 1858, Saint John the Evangelist Catholic School started humbly in a small frame building located in Hydes, Maryland. Over the next 90 years, there were intermittent periods where the school was not fully operational. In 1947, a one room school house, run by the School Sisters of Notre Dame, was opened on the current site in what is now the Knights of Columbus Building. The original brick school house was constructed in 1950 with additions coming in 1957 and 1991.

Since 1947, the school thrived and became a valued part of the St. John the Evangelist Parish community. In the early 1990s, preschool was added to the kindergarten to eighth grade program. After school care was added shortly thereafter providing the community with a complete educational experience. The current school facilities consist of the main brick school building, the Learning Cottage that houses the preschool, and the Music House that is used for music instruction and after care.

The school has a student enrollment of 174 with an average of 17 students per class. Because of the building's physical size, the school will maintain one of each grade with a maximum class size of 25. This unique situation permits a 15:1 student to classroom teacher ratio and innovative teaching supported by classroom technology in a blended learning model.

SJE is a close-knit, family oriented school. Its small size allows the teachers to get to know each student. The teachers use a variety of tools such as up-to-date book series, teacher created materials, web-based tools, and hands-on experiences to meet the benchmarks and standards outlined in the Archdiocese of Baltimore Curriculum. The students thrive because instruction is student-centered and differentiated. This success can be seen in strong standardized testing scores and a high retention rate. The eighth grade students also matriculate into their first-choice high schools, earn a variety of scholarships, and are consistently accepted into competitive honors, music, and art programs.

The ability to meet the needs of a variety of learners is supported by the Student Advocacy Team (SAT). By following established protocols and procedures outlined by the Archdiocese of Baltimore (AOB), the school accommodates students with learning differences. Students who need support to achieve in the classroom are identified, and intervention plans that outline specific strategies and accommodations are created, allowing them to meet with success. These plans are reviewed with both the parents and teachers so expectations are understood. Teachers provide input twice a year to the team on the effectiveness of the student plan. The team consisting of the principal, counselor, and resource teacher meets once a week to monitor and discuss student progress.

Students are also provided with enriching activities that encourage them to learn and socialize outside of the classroom. The school currently offers fifteen after school activities as well as youth activities through the parish. Students thrive because they are well-rounded and encouraged to develop their talents not only academically but in art, music, and sports.

SJE was selected by the Healey Education Foundation in the fall of 2014 to be a part of their Catholic School Development Program. In this three-year partnership, the school receives guidance from a Director of Schools along with financial support through grants. With the motto of "Helping Schools Help Themselves," the Healey Foundation focuses on enrollment management, development, and school board governance. The first task for the school was to hire a full-time advancement director to focus on enrollment, retention, and establishing an annual fund.

An Archdiocesan Collaborative School since the 2011-2012 academic year, the school benefits from this

model because it combines the benefits of local centralized governance with the added benefit of local community involvement while maintaining a sense of ownership and decision making at the local level. The deliberative school board assists in leadership and makes key decisions on budget, development, and strategic planning. The collaboration of the canonical representative, principal, and school board drives the advancement of the school.

Through the collaborative effort of the school board, administration, faculty, and parent community, a comprehensive five-year strategic plan as well as a new mission statement was created in 2014. In order to continually monitor all the student initiatives and supports, the strategic plan goals are continually evaluated for effectiveness as well as a new continuous improvement plan created each year.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

SJE provides a strong academic program that stems from a contemporary and collaborative curriculum created by instructional leaders who teach throughout the AOB. The teachers access the essential curriculum through Rubicon Atlas. English language arts in the elementary level focuses on building and mastering foundational skills for phonemic awareness, phonics, structural analysis, grammar, writing, spelling, fluency and comprehension. Using centers and the Daily 5, instruction is differentiated and individualized. The McGraw-Hill Wonders series lends itself to developing a student's understanding of the skills needed for reading and writing. The series also provides online resources so that activities can be tiered towards individual needs. Starting in Grade 2, students use the Accelerated Reader program from Renaissance Learning to set goals for independent reading.

Middle school students are provided instruction in reading, grammar, vocabulary, and writing. They read both contemporary and classic novels in addition to informational text that relate directly to life lessons. The close reading strategy supports acquisition of comprehension skills while the website, Newsela, provides informational text that can be individualized by Lexile levels. Students learn to write through cross-curricular activities following MLA guidelines. Vocabulary is supported by both Sadlier-Oxford Vocabulary Workshop and a Greek and Latin roots program that prepare students for the High School Placement Test (HSPT).

On the elementary level, numbers are the foundation of mathematics. Students learn to count, understand numbers and quantities, place value, measurement, number facts, operational and algebraic thinking, measurement, and geometry. McGraw Hill's My Math series supports the curriculum and provides resources so students learn how to solve real world problems, model math, and use appropriate tools and strategies. Students develop fact fluency and practice concepts independently and in small groups through the framework of the Daily 3. Additional online programs such as IXL, Moby Max, and Khan Academy support individualized pacing and provide feedback to the teacher. Elementary math prepares students for more complex math concepts including Pre- Algebra.

Middle school students are taught in heterogeneous groups of approximately ten students to increase supports for reinforcement and enrichment. The Grade 6 and 7 math curriculum focuses on the math skills for Pre-Algebra. All students take a full course of Algebra in eighth grade. Teachers utilize math centers to differentiate pacing and content. IXL is used to help all students be successful in math and challenged beyond the curriculum. All students have an opportunity to complete an independent high school geometry course using Khan Academy with teacher support. This approach has been successful in allowing eighth grade students to place in advanced math courses in high school.

In science, students learn to think like scientists. They learn the scientific process, and many of the activities are STEM related. An emphasis is placed on application and making real-world connections. Fusion Science, which features text and online, interactive resources, is used to support the elementary curriculum. Students engage in cooperative learning by participating in hands-on labs. The middle school curriculum follows the Next Generation Science Standards. Science is a mix of interactive activities, labs, and notetaking that integrates different learning styles. Students use different websites to enrich the curriculum content including Ck12.org, MobyMax, and Khan Academy. Winners of the SJE Annual Science Fair in middle school qualify to compete in the Baltimore Science Fair at Towson University.

The primary grades develop a sense of their place in the world in social studies. The focus is on an understanding of rules, getting along, workers, and communities. McGraw Hill's Adventures in Time and Place supports the acquisition of skills along with songs, role playing, and creative games. As students move to the intermediate grades, they learn about explorers, colonization, and Maryland. Project-based activities including research and report writing are supported by the Google Classroom. In middle school, students explore history starting with ancient civilizations and then the growth of the modern world. Students learn about American history from the Civil War through World War II. Discussion of current events encourages

students to relate the past to the real world. Students participate in activities that involve writing, research, group discussions, note taking skills, and hands-on projects. They also explore a comprehensive understanding of geography and the impact of demographics on societal life.

In preschool, students learn content that focuses on letters, numbers, and social development. These readiness skills are taught in learning stations and support each child's ability to connect what they are learning to daily life skills. The preschool program follows the benchmarks and standards from the AOB curriculum that is a precursor to the elementary core curriculum. McGraw Hill's Wonders series that is also used in the elementary grades integrates English language arts, math, social studies and science. This provides students with a strong foundation as they transition to kindergarten and move through the elementary grades.

2. Other Curriculum Areas:

Fine arts is an important part of the curriculum and focuses on developing the unique talents that the students have in these areas. Starting in kindergarten, the students receive both an art and a music class once a week and follow the standards and benchmarks in the AOB curriculum. The school celebrates both music and art with musical performances and art displays at the annual SJE Fine Arts Night in the spring.

Art class allows students to explore both a variety of media and technique as well as art history. Students acquire skills through the completion of projects, and two after school art clubs provide additional enrichment. Each year middle school students enter the Baltimore County Drug Awareness Art Contest, and all students compete in the Knights of Columbus Keep Christ in Christmas Poster Contest.

Weekly music classes center on developing vocal techniques, reading music, and using instruments to keep rhythm. There is a focus on learning liturgical music for school masses. The student choir for Grades 2-8 sings at mass and performs in local state and community events. The musical theatre group open to Grades 3-5 performs with the middle school drama club at the yearly drama production.

Students receive physical education once a week in kindergarten through Grade 8, and it is an integral part of each student's education. The goal is to bring units and activities that are engaging to each student, spark their interest, and allow them to develop skills that will inspire them to continue participating in those activities, outside the school setting. Physical education provides the opportunity to teach students about body control, temperament, teamwork, problem solving and the development of interpersonal skills necessary for healthy social development and the building of confidence and self-esteem. The middle school students also receive an extra gym period weekly where they can choose from several sports-related activities based on their personal preferences.

Students have the opportunity to participate in soccer and basketball skill contests sponsored by the Knights of Columbus. Winners are invited to participate on the state level. The school has an annual Olympic Day where students engage in a variety of team and individual sports-related contests. This gives the students an opportunity to understand and practice good sportsmanship.

St. John the Evangelist School is in compliance with the program's foreign language requirements. The Spanish program covers and exceeds the AOB standards and benchmarks for foreign language in preschool through Grade 8. The program is designed for students to receive a comprehensive and applicable understanding of Spanish grammar and culture. Students increase the amount of instructional time as they move through the grades. Preschool has Spanish once a month, kindergarten once a week, Grades 1-4 twice a week, and Grade 5 three times a week. Grades 6-8 meet for Spanish for a forty-five minute class period four times a week. Activities in the classroom facilitate student-centered learning. In the elementary grades songs, board games, white board activities and crafts are utilized to teach vocabulary concepts. In the upper grades, students use workstations for writing and mastering new vocabulary and grammar concepts. Additional resources such as Expresate and Duolingo support the acquisition of grammar and fluency. Students are prepared for both regular and honors Spanish courses in high school.

Technology is an integral part of the learning environment and varied throughout the school. The middle

school students benefit from 1:1 access to Surface tablets, while the intermediate grades share a cart of Chromebooks for class use and a station of five laptops in each classroom. Additionally, students in kindergarten through Grade 2 have use of a station of five iPads. As students progress through each grade, they are introduced to the Apple, Google, and Microsoft digital platforms.

The students develop proficiency in technology skills and use these skills to meet curricular goals. Technology provides an avenue for communication, collaboration, problem-solving, efficiency, student-centered learning, and differentiation in the classrooms. Students learn to adapt to a variety of digital platforms to be prepared for the changing world of technology. By using engineering programs such as Tinkercad, students create objects that can be printed on the school's 3D Printer. Participation in the Hour of Code and the Robotics Club provides students an opportunity to explore programming skills.

3. Instructional Methods, Interventions, and Assessments:

Meeting the individual needs of each student is the focus of instruction. Since implementing the Daily 5 Framework for reading instruction and the Math Daily 3 for math instruction, teachers use small group instruction to move students through reading levels and to differentiate both math and reading. While students work independently on word work, listening to reading, read with someone, read to self and writing, teachers use a guided reading format to teach specific reading strategies. After informing students of the strategy, they model, have each student practice independently, and then encourage students to continue practicing during read to self. At the start of the next group meeting, teachers check to see that students have been practicing and using the strategy correctly. Teachers use various record keeping methods to track student progress, success, needs and levels.

Middle school English language arts teachers use the close reading strategy, Notice and Note, to support students with greater in-depth understanding of the readings and author's purpose. This strategy is a form of text annotation which requires students to recognize and record various signposts while reading, focusing on why the author chose to use the signpost and how the signpost relates to one of the story elements, such as plot, theme, or character development.

Middle school teachers have been meeting as a professional learning community (PLC) with writing across the curriculum as a focus. Using information from authors such as Kelly Gallagher, Penny Little, and others, teachers have designed mini-lessons, projects, prompts, and writing support lessons to improve student writing skills.

Over the past several years, teachers have worked to implement technology into their lessons as a tool to support instruction. Teachers and students seamlessly use apps and software programs to enhance their lessons and work. Students in the middle school have access to a Microsoft Surface tablet throughout the day. Teachers use Edmodo to post assignments and resources, create discussion boards, and flip the classroom. In the intermediate grades, the Google Classroom is used to post assignments and resources in addition to completing projects.

Yearly student progress is measured by standardized testing using the Stanford 10. A parent report with score explanations is sent to each household. For transparency, grade scores are also posted on the website. Currently, standardized testing data is organized, evaluated and interpreted through manual plotting of data as well as the use of the Pearson website that utilizes a variety of dynamic reports to analyze individual and group progress. Individual student scores are tracked and monitored as students move through the curriculum. Cluster scores are evaluated for gaps or positive progress in content areas. Each year teachers participate in data discussions with the principal and articulation meetings with team members in grade levels (Grades 3-5 and Grades 6-8). Information from these meetings is used to inform professional development, instruction, and assessments for the following year. In addition, the scores are closely monitored to establish progress towards Blue Ribbon qualification.

To evaluate daily performance, teachers use both formative and summative assessments in the classroom. These assessments can include teacher observation, exit tickets, content and benchmark tests from the recently purchased math and reading series, and student created projects. Additionally, teachers use

information from online programs such as IXL, the STAR test from Renaissance Learning, and MobyMax to monitor acquisition of skills. These results assist in the pacing of instruction, flexible grouping, and differentiating in the classroom.

Following the AOB protocols, teachers are required to record grades in PowerSchool's electronic grade book. The teachers use the standard Archdiocese grading system that is supported by objective and quality rubrics to assess student work. As the instructional leader, the principal closely monitors assessments and grades through PowerSchool in addition to observing in the classroom. Teachers receive feedback during informal and formal observations as well as at their year-end performance review. Parents also have access to grades through the parent portal in PowerSchool and receive an official progress report three times a year.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

SJE provides a faith-based program that encourages the students to realize their full potential academically, socially, physically, and spiritually by providing a student-centered environment that focuses on the individual child. Through social outreach and extra-curricular activities, the students learn citizenship and the importance of engaging in the world around them.

The students are offered a variety of extracurricular activities and clubs that focus on developing their talents and interpersonal skills. After school clubs and team sports provide students the opportunity to socialize and work together outside the academic setting. These activities promote school spirit and allow students to interact with students on different grade levels.

Students also have opportunities to develop leadership skills. Middle school students are elected for student council and meet regularly to plan student activities. The Prayer Partner program allows older students to develop relationships with, and become role models for, younger students. The students all actively participate in outreach through annual food and clothing drives, monetary contributions for a parish in Haiti, and monthly donations of bagged lunches for Baltimore's Beans and Bread.

Additionally, the students have opportunities to participate in academic competitions and activities with other school communities. Each year the school is represented by students at the Archdiocese of Baltimore Spelling Bee, the Baltimore Science Fair, Calvert Hall College Academic Olympics, Notre Dame Preparatory Egg Drop Contest, Archbishop Curley Cross Country Invitational and the BGE Wires Down Video Challenge. The students also participate in handwriting and writing contests.

In order to support a positive school environment and maximize academic and social behavior success for students, the school has adopted Positive Behavioral Interventions and Supports (PBIS). Students earn gold slips by following the motto: SJE students SOAR; we are respectful, responsible, safe, and mannerly. In 2015-2016 the school was awarded Bronze Level in its first year of eligibility.

The teachers are the cornerstone of what makes SJE students so successful. Teachers are celebrated for their dedication and talents at faculty meetings, HASA meetings, parent communications, and Teacher Appreciation Day. HASA provides special meals and baked goods during the school year as well as a monetary Christmas gift. The teachers also have a drawing from winning "gold slips" each trimester for a monetary prize in response to their support of a positive school environment.

2. Engaging Families and Community:

The foundation of SJE's success is its positive and engaged community. The school has a very active Home and School Association (HASA) that provides support to the school through fundraising as well as community building activities. Through activities such as Family Bingo, Trunk and Treat, Scrip, Mistletoe Market, Race for Education, Crab Feast, and the Father and Daughter Dance, HASA creates bonds with school families, parishioners, and the local community. HASA pledges each year to raise \$30,000 to help support the school budget. Parents can also volunteer to serve hot lunch, to be classroom ambassadors, and to assist with recess supervision.

The Fathers' Club, an off-shoot of HASA, assists with improvements of the school facilities. This volunteer group, for example, installed a playground for the preschool and new basketball poles for the school play area. They diligently work to enhance the campus.

The parish is an important support for the school. The maintenance of the facilities is financially supported by the parish, and the church hall is also made available to use weekly for physical education classes and the drama club. Grants for tuition are also made available and supported by the parish.

The Knights of Columbus is a community group located on the campus that actively supports the school. The school uses the Knights of Columbus Hall for small presentations and group meetings. The students participate in poster and writing contests as well as sport contests sponsored by the local chapter. The group also volunteers to assist at Grandparents' Day, Catholic Schools Week Open House, and Race for Education.

The school also has additional community helpers that support the school through sponsoring events or advertising on the school folder or yearbook. The local volunteer fire department comes annually during fire safety month and local dentists and farmers have facilitated presentations for the students.

Effective communication is a vital part of maintaining a strong relationship with the community. The school has both an interactive and informative website and a Facebook page that are a resource and means of disseminating news, calendar events, student performance and awards, and classroom activities. A weekly newsletter from the principal is sent by email to the parent community and posted on the website. The parish bulletin is also used as a means to communicate with the parish community. The advancement director also creates articles for the parish quarterly publication and an alumni newsletter.

3. Professional Development:

In order to provide the teachers and administrators with innovative and contemporary instructional practices that align with the curriculum and support both student achievement and school improvement, professional development is provided in a variety of ways. It is systematic, school-based, and individualized.

Each year the Archdiocese of Baltimore provides required system-wide professional development for the school that is planned in the school calendar. These professional days focus on system goals and improvements such as introducing the new math, English language arts, and science curriculums. Additional opportunities were provided to understand and implement 3D printing, STEAM tracks, Rubicon Atlas, and Google Apps for Education.

In order to provide the teachers with innovative instructional practices to engage the students, a partnership with Notre Dame University was established. The Alliance for Catholic Education (ACES) provides the teachers with continuous professional development throughout the school year. This partnership has been in place for the past four years with teachers meeting once a month in grade levels. These sessions are organized and facilitated by an instructional leader from ACES. The first year focused on incorporating technology into daily instruction and using online resources. Year two focused on understanding the common core and incorporating problem solving strategies when solving real world problems. The focus last year was incorporating frameworks and strategies to enhance individualized and differentiated instruction as well as using technology to support a blended learning model. This year, teachers are learning about professional learning communities and how to use them to improve instruction and student achievement.

In addition to monthly meetings, the school also has several days during the year to focus on school initiatives. These initiatives include the process of becoming a Green School, the best practices and implementation of PBIS, the use of Pearson online reports for standardized testing results, and review and updates on the student plans from the SAT.

Teachers are required to maintain their state certification and encouraged to earn advanced degrees. A partnership with Notre Dame University enables the teachers to seek advanced degrees in a variety of education specialties at a discounted rate. Courses available through Baltimore County's CaseNEX are communicated to the teachers. The school budget, as well as money through Title II funds, monetarily supports courses for the faculty and administration.

4. School Leadership:

Strengths for SJE can be found in its collaborative and communicative nature with the Office of the Archbishop, canonical representative, Department of Catholic Schools, principal, school board members, and the faculty. The principal has access to policies and procedures and reports directly to the Superintendent of Catholic Schools. There is also ongoing support from the Chancellor of Catholic Schools, associate superintendents, and AOB Human Resource Department.

The principal oversees the daily operations of the school including academics, facilities, finance, and development. All goals that are reflected in the five- year strategic plan are supported by the deliberative school board that meets six times a year. The SJE School Board Chair is the corporator of the school and meets regularly with the principal to discuss school operations in addition to the financial status of the school.

The faculty is an instrumental part of maintaining a positive school atmosphere and high academic standards. Faculty meetings, facilitated by the principal, are scheduled monthly to share information and discuss important initiatives, professional development, daily school maintenance, and decisions. Teachers are encouraged to share thoughts and ideas for the betterment of the students. Many of the faculty assume leadership roles such as Green School Administrator, PBIS Coach, Student Council Moderator, and PowerSchool Administrator. Teacher input is a critical component in creating effective schedules. Many of the teachers mentor through collaboration to create an engaging learning environment.

The SJE Student Council is an important way that the students engage in leadership and promote positive change. The officers and representatives from the middle school are elected by their peers. The council meets monthly to plan school activities such as spirit days and to discuss school opportunities for social outreach, and opportunities for new initiatives. They report to the teacher moderator as well as the principal.

Annual parent satisfaction surveys as well as meetings with the principal, give stakeholders a say in the direction of the school. Communication through an emailed weekly update and an open door policy by the principal, support a collaborative feel between the school and the parent community. HASA also holds three general meetings during the school year to disseminate information about fundraising and school activities. Finally, there is a shared focus and positive relationship between principal and canonical representative who regularly meet to plan and discuss the continued advancement of the school.

PART VI – STRATEGIES FOR ACADEMIC SUCCESS

The continued academic success of the students centers on a strong mission to develop the whole child. SJE's comprehensive program focuses on each child's unique cognitive, physical, social, emotional, and spiritual development. All students are challenged to reach their potential and to become life-long learners who will make a difference in the world.

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? \$7906
(School budget divided by enrollment)
4. What is the average financial aid per student? \$362
5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 2%
6. What percentage of the student body receives scholarship assistance, including tuition reduction? 41%

PART VIII – ASSESSMENT RESULTS FOR NORM-REFERENCED TESTS

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: Stanford
Achievement Test-10th
Edition

Grade: 3

Edition/Publication Year: 2007

Publisher: Pearson

Scores are reported here
as: Scaled scores

School Year	2015-2016
Testing month	Apr
SCHOOL SCORES	
Average Score	653
Number of students tested	18
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: Stanford
Achievement Test- 10th
Edition

Grade: 4

Edition/Publication Year: 2007

Publisher: Pearson

Scores are reported here
as: Scaled scores

School Year	2015-2016
Testing month	Apr
SCHOOL SCORES	
Average Score	670
Number of students tested	19
Percent of total students tested	95
Number of students alternatively assessed	
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: One student's score (5%) was not reported by testing company due to documented learning differences and special needs.

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: Stanford
Achievement Test- 10th
Edition

Grade: 5

Edition/Publication Year: 2007

Publisher: Pearson

Scores are reported here
as: Scaled scores

School Year	2015-2016
Testing month	Apr
SCHOOL SCORES	
Average Score	670
Number of students tested	17
Percent of total students tested	85
Number of students alternatively assessed	
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: Three students' scores (15%) were not reported by testing company due to documented learning differences and special needs.

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: Stanford
Achievement Test- 10th
Edition

Grade: 6

Edition/Publication Year: 2007

Publisher: Pearson

Scores are reported here
as: Scaled scores

School Year	2015-2016
Testing month	Apr
SCHOOL SCORES	
Average Score	693
Number of students tested	19
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: Stanford
Achievement Test- 10th
Edition

Grade: 7

Edition/Publication Year: 2007

Publisher: Pearson

Scores are reported here
as: Scaled scores

School Year	2015-2016
Testing month	Apr
SCHOOL SCORES	
Average Score	713
Number of students tested	23
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: Stanford
Achievement Test- 10th
Edition

Grade: 8

Edition/Publication Year: 2007

Publisher: Pearson

Scores are reported here
as: Scaled scores

School Year	2015-2016
Testing month	Apr
SCHOOL SCORES	
Average Score	752
Number of students tested	17
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA

Test: Stanford
Achievement Test- 10th
Edition

Grade: 3

Edition/Publication Year: 2007

Publisher: Pearson

Scores are reported here
as: Scaled scores

School Year	2015-2016
Testing month	Apr
SCHOOL SCORES	
Average Score	642
Number of students tested	18
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA

Test: Stanford
Achievement Test- 10th
Edition

Grade: 4

Edition/Publication Year: 2007

Publisher: Pearson

Scores are reported here
as: Scaled scores

School Year	2015-2016
Testing month	Apr
SCHOOL SCORES	
Average Score	668
Number of students tested	19
Percent of total students tested	95
Number of students alternatively assessed	
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: One student's score (5%) was not reported by testing company due to documented learning differences and special needs.

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA

Test: Stanford
Achievement Test- 10th
Edition

Grade: 5

Edition/Publication Year: 2007

Publisher: Pearson

Scores are reported here
as: Scaled scores

School Year	2015-2016
Testing month	Apr
SCHOOL SCORES	
Average Score	679
Number of students tested	17
Percent of total students tested	85
Number of students alternatively assessed	
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: Three students' scores (15%) were not reported by testing company due to documented learning differences and special needs.

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA

Test: Stanford
Achievement Test- 10th
Edition

Grade: 6

Edition/Publication Year: 2007

Publisher: Pearson

Scores are reported here
as: Scaled scores

School Year	2015-2016
Testing month	Apr
SCHOOL SCORES	
Average Score	691
Number of students tested	19
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA

Test: Stanford
Achievement Test- 10th
Edition

Grade: 7

Edition/Publication Year: 2007

Publisher: Pearson

Scores are reported here
as: Scaled scores

School Year	2015-2016
Testing month	Apr
SCHOOL SCORES	
Average Score	695
Number of students tested	23
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA

Test: Stanford
Achievement Test- 10th
Edition

Grade: 8

Edition/Publication Year: 2007

Publisher: Pearson

Scores are reported here
as: Scaled scores

School Year	2015-2016
Testing month	Apr
SCHOOL SCORES	
Average Score	706
Number of students tested	17
Percent of total students tested	100
Number of students alternatively assessed	
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: