

# 2008 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Public  Private

**Cover Sheet** Type of School: (Check all that apply)  Elementary  Middle  High  K-1  
 Charter  Title I  Magnet  Choice

Name of Principal Sister Linda Larsen SSJ  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name St. John the Evangelist School  
(As it should appear in the official records)

School Mailing Address 669 Ritchie Highway  
(If address is P.O. Box, also include street address.)

Severna Park MD 21146-3920  
City State Zip Code+4 (9 digits total)

County Anne Arundel County State School Code Number\* NA

Telephone (410) 647-2283 Fax (410) 431-5438

Web site/URL www.stjohnsp.org E-mail llarsen@stjohnsp.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. Ronald Valenti  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Archdiocese of Baltimore

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. John Egan  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

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

Mail only by FedEx or UPS original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, RM. 5E103, Washington DC 20202-8173

## **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 on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not 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 2007-2008 school year.
3. If the school includes grades 7 or higher, the school must have 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 2002 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. 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.
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

### 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

\_\_\_\_\_ NA TOTAL

2. District Per Pupil Expenditure: \_\_\_\_\_ NA

Average State Per Pupil Expenditure: \_\_\_\_\_ NA

### 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. 19 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	29	24	53
K	15	19	34	8	25	32	57
1	29	27	56	9			
2	29	22	51	10			
3	32	23	55	11			
4	29	20	49	12			
5	31	27	58	Other			
6	31	29	60				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>473</b>

6. Racial/ethnic composition of the school:
- |                   |                                    |
|-------------------|------------------------------------|
| <u>1</u>          | % American Indian or Alaska Native |
| <u>4</u>          | % Asian or Pacific Islander        |
| <u>1</u>          | % Black or African American        |
| <u>1</u>          | % Hispanic or Latino               |
| <u>93</u>         | % White                            |
| <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: 3%

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

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year	4
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	10
<b>(3)</b>	Total of all transferred students [sum of rows (1) and (2)]	14
<b>(4)</b>	Total number of students in the school as of October 1	473
<b>(5)</b>	Total transferred students in row (3) divided by total students in row (4)	.03
<b>(6)</b>	Amount in row (5) multiplied by 100	3%

8. Limited English Proficient students in the school: 0 %  
0 Total Number Limited English Proficient  
 Number of languages represented: 0  
 Specify languages:

9. Students eligible for free/reduced-priced meals: 1 %

Total number students who qualify: 5

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:  $\frac{10}{47}$  %  
 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.

___ Autism	___ Orthopedic Impairment
___ Deafness	___ Other Health Impaired
___ Deaf-Blindness	<u>44</u> Specific Learning Disability
___ Emotional Disturbance	<u>3</u> Speech or Language Impairment
___ Hearing Impairment	___ Traumatic Brain Injury
___ Mental Retardation	___ Visual Impairment Including Blindness
___ 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>	_____
Classroom teachers	<u>24</u>	_____
Special resource teachers/specialists	<u>5</u>	<u>1</u>
Paraprofessionals	<u>3</u>	<u>6</u>
Support staff	<u>5</u>	<u>4</u>
Total number	<u>39</u>	<u>11</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 20:1

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. 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 in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off rates.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	99 %	97 %	99 %	99 %	98 %
Daily teacher attendance	97 %	97 %	97 %	97 %	97 %
Teacher turnover rate *	10 %	10 %	3 %	10 %	3 %
Student dropout rate (middle/high)	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school)	%	%	%	%	%

\*Teacher turnover rate in the last five years is attributed to 5 retirees, 3 geographic transfers, 1 transfer to another school, 1 deceased and 1 due to pre-school program elimination (11).

### **Part III – Summary**

Saint John the Evangelist is a Roman Catholic parish school under the jurisdiction of the Archdiocese of Baltimore serving students in kindergarten through grade eight. In a community of faith and with the Gospel values of Jesus Christ, the staff's mission and vision is to develop each child to the best of her/his ability spiritually, academically, artistically, socially and physically. This environment promotes living faith, academic excellence, leadership and service within the Church, community and society.

A rigorous academic curriculum prepares students for the challenges of high school and beyond. Most graduates attend area Catholic high schools while some attend nearby public and private institutions. The core curriculum for grades kindergarten through eight is enhanced by specialized classes in art, technology, music, physical education, library/media, science and Spanish. Instructional delivery is varied to accommodate learning styles. A K-8 Learning Differences Program includes five full-time staff members who focus on children whose needs range from remediation to enrichment in reading and math. Field trips, guest speakers and educational performances augment instruction.

Gifted students participate in the Johns Hopkins University Center for Talented Youth. The school has been recognized by the Carson Scholars Program. Students nominated for the National Young Scholars Program are eligible to attend the program in their year of nomination. Explore, a program sponsored by Anne Arundel Community College and held at SJE, is open to students seeking knowledge in an area of interest. In grades four through six students participate in local and archdiocesan spelling bees. Seventh and eighth graders have qualified for area and state competition leading to the participation of three SJE students in the Scripps National Spelling Bee. Students also participate in area math competitions and SJE middle school competition. The Catholic Daughters of America recognized three SJE students with 1<sup>st</sup> and 2<sup>nd</sup> place national and state awards in essay writing. Science enthusiasts may join the Oyster Club, care for the school's three aquariums or help raise Diamond Back Terrapins, a marine and ecology study under the auspices of the University of Maryland Center for Marine Biotechnology. Students celebrate the arts in drama, band concerts and a K-8 Christmas program. Other activities include Girl Scouts, Boy Scouts, choir, band, Chess Club, Yearbook Club, School Newspaper, the Caritas Club, a middle school service group, competitive and intramural teams in soccer, basketball, field hockey, girl's lacrosse, and track.

Teachers are highly qualified, invested in their students and, typically, they work beyond requirements. All faculty members are certified and participate in professional development; 70% have received a Master's Degree. An enthusiastic, determined staff of principal, assistant principal, administrative assistant and school secretary provide leadership and endless service to SJE and its visitors. Likewise, the pastor and the parish staff are committed to advancing the school's mission.

Parents are an integral part of St. John's success and play a vital role as leaders and supporters on committees and boards. They are involved in classrooms, school activities and fundraising as evidenced by 90% meaningful participation. Their varied backgrounds bring diverse experience and perspective.

The 2000 renovation to the original structure included a new wing housing five classrooms. This facilitated converting existing classrooms into a computer lab, a language lab, a science lab and additional administrative offices. Library and health room facilities were upgraded. Recent renovations include complete window replacement, a campus-wide wireless network, a refurbished athletic field, new signage and a full-service hot lunch program. All enhance the "whole child" environment. In addition to the aforementioned improvements, the Strategic Plan includes proposals to expand instructional space during the next five years.

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

### **1. Assessment Results**

Standardized testing provides administrators, teachers, parents and students with valuable information regarding SJE or each student's strengths and deficiencies. It also enables assessment of current academic programs and curriculum goals, thereby leading to appropriate revisions. The school follows the Archdiocese of Baltimore guidelines for standardized testing. In 2006-2007 the Stanford Achievement Test (SAT 10) was administered to students in grades 3 through 8. In prior years SJE utilized the Iowa Tests of Basic Skills (ITBS) to assess grades 2 through 8. Both the SAT 10 and the ITBS provide a battery of tests that sample skills and concepts across content/curriculum areas. The tests are norm-referenced to provide a statistically verifiable method of comparison. Yearly, student scores can be compared with student scores in non-public and public schools in the archdiocese and across the nation.

The SAT 10 is a multiple-choice test of high academic standards. Norm-referenced in 2002, it contains items that reflect extensive review of instructional standards, content-specific curricula and educational trends developed by national professional educational organizations. To evaluate yearly progress of student achievement and to make comparisons with a national reference group, SAT 10 provides current, empirically derived normative information from a vast scope of subtests. In the reading content area, students are tested on word-study skills, word reading, sentence reading, reading vocabulary and reading comprehension. In mathematics students are tested on problem solving and procedures.

Testing takes place in a normal classroom setting. Student scores are reported in percentiles indicating how students compare individually with students nationally. School-wide percentiles represent the average of all student scores for a given grade. In the preceding five years, no large subgroups were tested.

In the ITBS test results a limited number of students are alternatively assessed. These students have an Individualized Educational Plan (IEP) or a 504 Plan, utilized for delivery of instruction and assessment of progress. These plans allow students untimed/alternative testing. The new SAT 10 achievement test is untimed; therefore, alternative testing was not a necessity for students with an IEP or a 504 Plan. All student scores are included in the group report.

The ITBS results are consistent with SAT 10 results and demonstrate that grades 3-8 consistently score well above average (50<sup>th</sup> percentile) in both reading and math, demonstrated by the tables of test results for SJE (See Part VII: Assessment Results). Specifically, most classes score in the top quartile and place in the top 10% of schools nationally. As tracked annually, individual classes improved their percentile ranking from their first test to their most recent test, most dramatically in math. The eighth grade scored in the 82<sup>nd</sup> percentile in reading and 86<sup>th</sup> percentile in math, above the Blue Ribbon School 90<sup>th</sup> percentile cutoffs of 77 and 72, respectively. This group when tested in fourth grade, while in the top 10% nationally, was closer to the cut-off scores, a comparable indication of their improvement over 5 years.

Prior to 2006-2007, SJE scores for math in all grades tracked slightly lower than reading. However, consistent with initiated curriculum changes, the gap has narrowed. These changes include small group instruction and use of Learning Differences teachers in reading and math.

### **2. Using Assessment Results**

Standardized testing assessment has directly led to two program additions. Data tracked over years identified the need to provide appropriate instruction to students performing outside the range of the majority of the student population. Thus a Learning Differences Program was added to address K-8 students' needs in language arts and math.

Assessment also revealed an opportunity to strengthen the math program. In 2001-2002, an additional math teacher was hired and a third math group was added. These changes resulted in significant improvement in math performance.

The formal process for utilizing assessment results occurs at the end of each academic year. Administrators and faculty meet to review standardized testing results as measurements of success and indicators for future planning. The group compares the prior year's data and identifies trends in scores. Further performance review occurs at individual grade levels by teachers in K-2, 3-5 and 6-8, by cluster team leaders and by administrators.

Individual testing scores and performance data, including report cards, class performance and teacher observation are reviewed to place students into groupings for grades 3-8 math and language arts. The same process identifies students for the Learning Differences Program, including students who require evaluation from professionals outside the school. The Learning Differences team continually reviews test scores of students within its program to evaluate individual student and program effectiveness.

SJE's strategic plan has identified an initiative to establish and review benchmarks within the curriculum. This will promote a smooth transition for students attending new schools, particularly those transitioning from eighth grade to high school. The goal is to utilize benchmarks, measured by continued assessment, to ensure that SJE can continue to provide a curriculum that is current, challenging and capable of preparing students to meet the demands of the 21<sup>st</sup> century.

### **3. Communicating Assessment Results**

Standardized testing is an important component in assessing student progress when incorporated with other measurements that both monitor and enhance student success. Throughout the school year, SJE communicates student performance and assessment data to teachers, parents, students and the community.

Each academic year starts with parents meeting as a group with the classroom teacher who provides orientation, reviews curriculum goals and defines expectations. Weekly graded work with required parental acknowledgment is sent home for kindergarten through fifth grade. Included with the graded work for kindergarten through second grade are weekly student assessments. In all grades, mid-trimester progress reports are sent home with the opportunity for teacher conferences. All parents meet individually with the teacher prior to the end of the first trimester. PowerSchool /Parent Access for grades 3-8 provides parents a secure online comprehensive report of current student performance in all subject areas.

Grade-level teachers also meet with the Learning Differences team regularly, and as needed, to review student performance and adjust curriculum and/or teaching methods. The principal meets weekly with individual Learning Differences reading teachers and with the group monthly to review ongoing overall progress in reading, math and enrichment.

The publisher's Home Report of individual student standardized testing data is shared with parents and students with a letter of explanation from the principal. In addition, when requested by a parent, the teacher will review test results individually. Also, communication of school-wide assessment data is made to stakeholders through the Church Bulletin, monthly School Newsletter, marketing materials and Open Houses. The principal also reports assessment results in group meetings with parents, the School Board and parish governance. Transparent sharing of assessment results provides an empirical measure of the school's commitment to its mission and validates the execution of its Strategic Plan to all stakeholders.

### **4. Sharing Success**

SJE fosters collaboration with other schools formally and informally. Through professional development opportunities, administrators and teachers regularly share best practices. This occurs by attendance at national conventions as well as participation in NCEA and local professional development workshops.

The principal serves on the Archdiocesan Elementary Principals' Collaborative Council which meets monthly to discuss educational issues and to share ideas and best practices. Articles on the methods and curriculum employed at SJE have been published in Visions, the archdiocesan magazine.

SJE math teachers participated in writing the new archdiocesan curriculum and also provided an archdiocesan in-service on the middle school math curriculum. SJE primary teachers designed and piloted a primary grade progress report for the archdiocese.

An SJE kindergarten teacher serves on the archdiocesan committee to develop a new initiative, “Project SKIP” (Screening Kids for Intervention and Prevention). The program’s goal is to effectively and efficiently identify children with social, emotional and developmental delays. Currently SJE is one of the schools piloting this program.

The principal, assistant principal and several teachers have served on accreditation teams for the Middle States Association of Colleges and Schools Commission on Elementary Schools. SJE has completed a Strategic Plan for its reaccreditation, extending its accreditation until 2014.

SJE, in conjunction with Anne Arundel Community College and the College of Notre Dame, provides opportunities for intern/student-teacher placement. Several representatives from other schools have visited for assistance with accreditation and to review the Learning Differences Program. Annually, prospective students and the community are invited to Open Houses that showcase a vibrant academic community.

SJE will continue to share its resources and successes with national, regional and local professional organizations and with other schools. As educational programs are launched or improved and their success verified, collaborative sharing of best practices and valuable experiences will continue.

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

### **1. Curriculum**

Saint John the Evangelist School follows the Course of Study and Curriculum Guidelines for the Archdiocese of Baltimore as well as National and State Curriculum Standards. A rigorous and comprehensive academic program develops knowledge and skills needed in life. Staff considers each student an individual with unique talents and gifts, capable of learning in her/his own manner and pace.

Religion lays the foundation for individual responsibility and faith development. Instruction in Church teachings and sacramental preparation occurs through developmentally appropriate content and activities. All grades participate in planning school liturgies and community-building activities such as prayer partners and service projects.

Social Studies focuses on life in the community, nation and world. Instruction encompasses history, geography, cultures, economics, socio-political literacy and ethics. Students learn to appreciate cultural differences and develop a sense of civic values, rights and responsibilities. They participate in Junior Achievement Programs, cultural festivals and curriculum related field trips.

Science explores the study of life, earth and physical sciences, enriched through hands-on activities. Science lab experiments, internet access and projecting microscopes enhance study for middle school students. Students participate in the Invention Convention and the County Science Fair where students have received numerous awards. Chesapeake Bay study includes environmental trips, raising oysters for Chesapeake Bay Foundation and terrapins for a University of Maryland marine and ecology study.

Spanish instruction begins in kindergarten and continues through grade eight, utilizing a program with an online student text. K-6 classes develop Spanish language skills 45 minutes weekly. Grades seven and eight receive instruction for 120 minutes weekly with immersion as the focus. Cultural experiences are integrated into instruction. The interactive language lab facilitates language instruction through multiple modalities. Lab technology provides teacher/student interactive verbal communication, reinforcement and assessment for individuals and groupings. The foreign language curriculum meets the requirements of the NCLB-BRS program.

Music develops elements of music through age-appropriate instruction and activities. Students sing, perform, compose, improvise, read, notate, listen to and analyze various selections. All students participate in the Christmas Musical and may join the choir. Grade 3 students are offered flutophone instruction, and grade 4-8 students may join the prep, intermediate, or advanced band. Appreciation of music as an art is fostered by attending professional symphony performances.

Art instructs students in art production, history, criticism and aesthetics, making interdisciplinary connections where appropriate. Student art, music and technology productions are regularly selected for Celebration of the Arts, an archdiocesan exhibition. Grades 7-8 students utilize a multi-media approach with instruction focusing on graphic design and multi-media software to produce various products including brochures, books and vanity plates.

Physical Education develops knowledge, fitness and motor skills in an environment that fosters team work, leadership and an opportunity for all to learn. Weekly instruction emphasizes the moral responsibility for a physically active lifestyle by teaching physical skills, team sports and games. The Saint John Athletic Association has six hundred student registrations for multiple teams that participate in seven different organized sports on a competitive level.

Library reinforces the love of reading and coordinates activities that support classroom curriculum. Instruction in study skills, research skills and use of the automated card catalogue reinforces student ability to access information effectively at library computer stations. Practices of ethical behavior in regard to information and technology are stressed.

Technology is integrated throughout the curriculum. K-8 students receive instruction in the 32-workstation lab with focus on grade-level appropriate skill sets including basic operations, keyboarding, and tools for technology resource, problem solving and decision making. Teachers also have access to a mobile lab containing 32 laptops for instruction or research using SIRS Discover.

## **2a. Elementary School Reading**

The reading curriculum is integrated within Language Arts based on the belief that components of language are interdependent. This approach places reading within the context of daily language use and experience. SJE focuses on reading proficiency utilizing whole-language and phonics-based instruction, a multi-sensory approach and online technology. Instruction is implemented by classroom and learning differences teachers through various group arrangements. By addressing the unique learning differences of each child, the instructional goal is to produce literate, competent students through a program of reading, writing and oral communication. To facilitate this goal, the staff selected three specific reading programs.

Kindergarten teachers chose a strong multi-modal approach that introduces alphabet letter sounds, word families, sight words and leveled readers. Letter formation develops into journaling sentences and story telling.

In grades 1-5, a program centered on authentic literature continues to integrate language arts instruction emphasizing comprehension development, interpretation, evaluation, word identification strategies, appreciation of text and textual features. The Library/Media Center is introduced and research skills are developed. Novels support reading and writing development. Talented readers in grades 3-6 are served in a weekly program of Junior Great Books and creativity training activities.

In grades 6-8, a literature anthology presents all written genres evoking reader response and higher critical thinking skills. Advanced grammar, spelling and vocabulary are taught within the context of writing. Writing includes essays, speech writing, poetry, short stories with oral presentations, novels and research papers using MLA format. Proficiency is enhanced with the Writing Workshop. Students produce and perform classroom plays.

The success of the Language Arts program is verified in assessment results and in state and national writing competitions such as Catholic Daughters of America, Knights of Columbus and NCTE Promising Young Writers Program.

## **3. Additional Curriculum Area – Math Program**

To further the school's mission to develop the whole child, an SJE goal is to teach mathematics at the level appropriate so that each child can learn and achieve her/his potential. Therefore, the school offers multiple instructional levels in each grade. The mathematics department strives to help each student develop enjoyment and confidence in her/his math ability.

The mathematics program provides opportunities for success at all proficiency levels. Based on review of prior assessment, daily math periods were increased to 60 minutes for grades K-6, and 80 minutes for grades 7 & 8. Middle school students are exposed to more complex mathematical concepts in data analysis, algebra and geometry. Beginning in third grade, students are divided into three small groups for math instruction. Each trimester the flexible grouping assignments are carefully reviewed to verify that each student is properly placed for instruction. Through a variety of strategies, classroom and Learning Differences teachers integrate instruction and assessment to monitor effective pacing and progress. Thus, they provide enrichment and remediation specific to the needs of students with diverse backgrounds and learning styles. The success of these changes is reflected in assessment results as well as in advanced placement of students in high school math courses.

SJE students engage daily in real-world applications and problem solving. Throughout the year, community professionals come to the classroom to instruct students in practical and ethical business practices. Students are immersed in technology. They use scientific calculators, graphing calculators and the computer. Advanced students in grades 4 and 5 are piloting Project M3, a rigorous problem solving initiative designed by the University of Connecticut. Middle school students participate in extracurricular math activities such as Math Olympiad, Engineering Day and Stock Market Club.

SJE strives to produce future mathematics leaders.

#### **4. Instructional Methods**

Teachers engage students daily by matching teaching methods to learning goals. Direct instruction is one method used to place new concepts in context. Through indirect or experiential instruction students become more actively involved. Teachers vary techniques to address student learning. Graphic organizers, maps and demonstrations engage the visual learner. Math fact jingles, taped stories and instructional TV/DVD engage the auditory learner. Manipulatives, content games and graphing calculators suit the kinesthetic learner. Hands-on experiences engage multi-modalities. In the science lab students dissect to investigate animal anatomy. Students explore culture and the real world through guest performers and field trips such as Mt. Vernon, the Jewish Museum, Annapolis Symphony or Exchange City. Furthermore, students prepare liturgies, debates, plays, musical productions, art projects and service projects. Student instruction in the language lab requires use of multi-modalities when they hear, speak, read and write Spanish. In addition, teachers differentiate instruction, use cooperative learning strategies, employ Bloom's Taxonomy and integrate computer-assisted instruction to challenge all students. Instructional activities are mapped and reviewed to ensure that varied instructional methods spiral through the grades.

The Learning Differences team includes five full-time teachers certified in reading, math, special education and enrichment. They use specialized methods which incorporate all modalities. Music and dance build phonemic awareness in struggling readers. *Reading Rod* manipulatives build letter sounds and vocabulary. *Stevenson Program* attaches pictures to letter sounds for the visual learner to build decoding skills. *Quick Read* increases fluency, automatism and reading rate in older readers. Advanced eighth graders, through the study of contemporary and classic literature, collaboratively write, produce and perform an original play for the local community. Enrichment clusters, research projects and *Renzulli Learning* allow students to explore new venues as independent learners.

#### **5. Professional Development**

Professional development produces and nurtures highly qualified teachers. SJE coordinates individual teacher growth with curriculum goals. Teachers attend graduate and recertification classes as well as a yearly faculty retreat to nourish spiritual growth. They review educational journals and are members of professional organizations for teachers of religion, reading, mathematics, social studies, science and the arts.

The Archdiocese of Baltimore provides professional development in early childhood programs, technology training and mathematics. SJE teachers implement the knowledge gained to improve student achievement.

Based on teacher-identified student needs, SJE hosted and participated in two three-day trainings, namely, The Six Traits of Writing to improve writing skills and Kagan's Co-Operative Learning to vary strategies in curriculum delivery. Teachers received training in Rubicon Atlas, a mapping tool enabling them to see curriculum across the grades, thereby avoiding gaps and redundancies in instruction.

To reach the goals of SJE's Technology Plan, the school formed a partnership with Teachers and Technology. Their program ensures that teachers possess skills necessary to deliver computer-assisted instruction through use of the computer lab and a 32-unit mobile laptop lab. Seven teachers attended University of Connecticut's week-long Renzulli Confratute, learning techniques that energize and enrich instruction. The enrichment teacher returned to the University of Connecticut to train in two areas: Project M3 which she is piloting with advanced math learners in grades four and five and Renzulli Learning, a licensed, interest-based web site available across all grades and levels of learners.

Teachers evaluated mathematics assessments over time which led to instructional changes. During this process teachers received in-service training in using manipulatives, collaborated on curriculum, researched other programs and attended workshops. Smaller class size and increased instructional time were the result of this process. Improved achievement in mathematics is verified by student standardized test scores.

**PART VI - PRIVATE SCHOOL ADDENDUM**

1. Private school association(s): National Catholic Education Association; Middle States Association of Colleges and Schools Commission on Elementary Schools; Association for Supervision and Curriculum Development; National Association for Gifted Children; Children and Adults With Attention-Deficit/Hyperactivity Disorder

(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   X   No       

3. What are the 2007-2008 tuition rates, by grade? (Do not include room, board, or fees.)

\$ <u>5,556</u> K	\$ <u>5,556</u> 1 <sup>st</sup>	\$ <u>5,556</u> 2 <sup>nd</sup>	\$ <u>5,556</u> 3 <sup>rd</sup>	\$ <u>5,556</u> 4 <sup>th</sup>	\$ <u>5,556</u> 5 <sup>th</sup>
\$ <u>5,556</u> 6 <sup>th</sup>	\$ <u>5,556</u> 7 <sup>th</sup>	\$ <u>5,556</u> 8 <sup>th</sup>	\$ <u>NA</u> 9 <sup>th</sup>	\$ <u>NA</u> 10 <sup>th</sup>	\$ <u>NA</u> 11 <sup>th</sup>
\$ <u>NA</u> 12 <sup>th</sup>	\$ <u>      </u> Other				

4. What is the educational cost per student? \$5,875  
(School budget divided by enrollment)

5. What is the average financial aid per student? \$ 1,635

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

7. What percentage of the student body receives scholarship assistance, including tuition reduction?  17 %

**PART VII - ASSESSMENT RESULTS**

Name of Test: Stanford (10) used in 2007  
 Form, Year: Form A, 2002  
 Publisher: Harcourt Assessment, Inc.

Name of Test: Iowa Test of Basic Skills (ITBS) used in 2003 - 2006  
 Form, Year: Form A, 2000  
 Publisher: The Riverside Company

Scores are reported as percentiles.

	2007	2006	2005	2004	2003
Testing month *	October	October	October	October	October
<b>Grade 8</b>					
Reading	82	79	79	83	82
Mathematics	86	79	71	77	78
Number of students tested	59	60	62	57	61
Percent of total students tested	100%	100%	100%	100%	100%
Number alternatively assessed	0	1	0	0	3
Percent alternatively assessed	0	2%	0	0	5%
<b>Grade 7</b>	April	October	October	October	October
Reading	78	80	79	76	85
Mathematics	83	78	79	73	83
Number of students tested	53	60	61	61	58
Percent of total students tested	100%	100%	100%	100%	100%
Number alternatively assessed	0	7	7	5	3
Percent alternatively assessed	0%	12%	11%	8%	5%
<b>Grade 6</b>	April	October	October	October	October
Reading	72	67	76	75	72
Mathematics	75	75	74	67	71
Number of students tested	48	54	62	61	62
Percent of total students tested	100%	100%	100%	100%	100%
Number alternatively assessed	0	5	2	2	2
Percent alternatively assessed	0	9%	3%	3%	3%
<b>Grade 5</b>	April	October	October	October	October
Reading	83	77	77	81	75
Mathematics	87	76	73	69	73
Number of students tested	51	54	64	56	62
Percent of total students tested	100%	100%	100%	100%	100%
Number alternatively assessed	0	5	4	3	0
Percent alternatively assessed	0%	9%	6%	5%	0%

\* 2006-2007 = October testing for grade 8 results on Stanford 10 and April testing for all other grades.

**PART VII - ASSESSMENT RESULTS (Continued)**

Name of Test: Stanford (10) used in 2007  
 Form, Year: Form A, 2002  
 Publisher: Harcourt Assessment, Inc.

Name: of Test Iowa Test of Basic Skills (ITBS) used in 2003-2006  
 Form, Year: Form A, 2000  
 Publisher: The Riverside Company

Scores are reported as percentiles.

	2007	2006	2005	2004	2003
Testing month*	April	October	October	October	October
<b>Grade 4</b>					
Reading	78	86	75	76	83
Mathematics	69	86	72	73	74
Number of students tested	54	53	55	61	58
Percent of total students tested	100%	100%	100%	100%	100%
Number alternatively assessed	0	3	1	0	0
Percent alternatively assessed	0%	6%	2%	0%	0%
<b>Grade 3</b>	April	October	October	October	October
Reading	73	81	84	74	71
Mathematics	68	78	82	71	70
Number of students tested	51	57	59	53	60
Percent of total students tested	100%	100%	100%	100%	100%
Number alternatively assessed	0	0	0	0	0
Percent alternatively assessed	0%	0%	0%	0%	0%

\* 2006-2007 = October testing for grade 8 results on Stanford 10 and April testing for all other grades.

Schools in the Archdiocese of Baltimore administered the Iowa Test of Basic Skills (ITBS) in the fall to students in grades 2 through 8, prior to 1998 through 2005-2006. The ITBS results reported here used 2000 norms.

In school year 2006-2007 the Archdiocese elected to change publishers, moved to spring testing (with the exception of grade 8) and discontinued testing grade 2 students. The Archdiocese selected the Stanford 10 Achievement Test (SAT 10) with 2002 norms.

In October 2006 all eighth grade students were administered SAT 10. This was done so that high schools would have these test scores available for their admission process in spring 2007. Students in grades 3–7 of 2006-2007 were administered SAT 10 in spring 2007. This completed the transition and beginning with 2007-2008 all students in grades 3–8 will be administered SAT 10 in April.

Testing experts caution not to directly compare scores between different tests that are published by different companies. However, results of both tests demonstrate SJE performs well above average using national norms.