

U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

Type of School: (Check all that apply) ☐ Elementary ☐ Middle ☐ High ☐ K-12 ☒ (Pre-K-8)
☐ Charter ☐ Title I ☐ Magnet ☐ Choice

Name of Principal: Mrs. Karen Smith

Official School Name: St. John Regional Catholic School

School Mailing Address:
8414 Opossumtown Pike
Frederick, MD 21702-2408

County: Frederick State School Code Number*: 09-10-1286

Telephone: (301) 662-6722 Fax: (301) 695-7024

Web site/URL: http://www.sjrccs.org E-mail: ksmith@sjrccs.org

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

(Principal's Signature) Date _____

Name of Superintendent*: Dr. Ronald Valenti

District Name: Archdiocese of Baltimore Tel: (410) 547-5393

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

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. John Hanrahan

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), 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.*

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 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 one or more of 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.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals 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 and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. 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.
8. 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.
9. 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.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

Does not apply to private schools

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. 3 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	22	18	40	7	34	26	60
K	32	23	55	8	30	28	58
1	36	34	70	9			0
2	36	33	69	10			0
3	28	41	69	11			0
4	30	18	48	12			0
5	27	30	57	Other			0
6	31	36	67				
			TOTAL STUDENTS IN THE APPLYING SCHOOL				593

6. Racial/ethnic composition of the school:
- | | |
|---------------------|---|
| <u>1</u> % | American Indian or Alaska Native |
| <u>3</u> % | Asian |
| <u>5</u> % | Black or African American |
| <u>5</u> % | Hispanic or Latino |
| <u>3</u> % | Native Hawaiian or Other Pacific Islander |
| <u>83</u> % | White |
| <u>0</u> % | Two or more races |
| <u>100</u> % | Total |

Only the seven standard categories should be used in reporting 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.

7. Student turnover, or mobility rate, during the past year: 4 %

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	15
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	13
(3)	Total of all transferred students [sum of rows (1) and (2)].	28
(4)	Total number of students in the school as of October 1.	624
(5)	Total transferred students in row (3) divided by total students in row (4).	0.045
(6)	Amount in row (5) multiplied by 100.	4.487

8. Limited English proficient students in the school: 1 %

Total number limited English proficient 6

Number of languages represented: 2

Specify languages:

Korean and Spanish

9. Students eligible for free/reduced-priced meals: 4 %

Total number students who qualify: 26

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 free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 4 %

Total Number of Students Served: 24

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>1</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>9</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>2</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>4</u> Speech or Language Impairment
<u>3</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>3</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>31</u>	<u>1</u>
Special resource teachers/specialists	<u>0</u>	<u>2</u>
Paraprofessionals	<u>20</u>	<u>0</u>
Support staff	<u>9</u>	<u>0</u>
Total number	<u>62</u>	<u>3</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 19 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	96%	96%	96%	95%	98%
Daily teacher attendance	98%	98%	98%	98%	98%
Teacher turnover rate	24%	24%	8%	15%	15%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

Over the past five years, a total of 30 teachers have left SJRCS. Several factors contributed to teacher turnover. Seven of the 30 teachers left because their job descriptions changed due to an increased enrollment. Six left due to relocation; an additional four left to teach in public schools where they could earn a higher salary. Three left due to retirement, three due to pregnancy, and three to pursue higher degrees. Two non-tenured teachers were not asked to return. And two left due to health issues.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total	100	%

PART III - SUMMARY

St. John Regional Catholic School (SJ RCS) in Frederick, Maryland, has been serving the Frederick County area since 1829. As SJ RCS looks forward to its 180 year celebration, our community is thankful for a school that is rich in history and traditions. SJ RCS is accredited by the Middle States Association of Colleges and Schools and currently serves eight Frederick County parishes and the Catholic community of Fort Detrick. SJ RCS has approximately 600 students in pre-kindergarten through grade 8 who come to us from our regional parishes, as well as Virginia, West Virginia, and Pennsylvania.

One of the oldest schools in continuous operation on the eastern seaboard, SJ RCS traces its roots to Father John McElroy, a Jesuit who laid the initial cornerstone. The school was originally located in the historic district of downtown Frederick. In the summer of 2005, the dream of a new, more modern building came true when the school moved to a new location on Opossumtown Pike. The school shares the twenty-seven acre site with one of our regional parishes, St. Katharine Drexel. Our new facility has provided us with the ability to offer three classes at each grade level, as needed, and improved technology in all of our classrooms. SJ RCS now has a state-of-the-art media center, science lab, computer lab, music room, modern gymnasium, and an art room with a kiln.

SJ RCS has served generations of families. Many of our students are children and grandchildren of alumni. Each year SJ RCS honors a distinguished St. John graduate who has demonstrated personal and professional achievements in their adult lives. Our distinguished graduates have included judges, local civic and state leaders, educators, military officers, and scientists, to name a few.

St. John Regional Catholic School provides and supports quality education in the tradition of the Catholic Church for all who seek it. This faith community is dedicated to the development of the whole person spiritually, academically, creatively, physically, emotionally, and socially – all through the teachings of Jesus Christ. Our students live their faith each day through daily prayer, special liturgies, and school Masses.

Our students, teachers, and staff follow the Values Code that reminds them how they should live their lives every day. Students in pre-kindergarten through grade two, start each day with a morning meeting, which helps create a welcoming and stable environment that fosters student learning. It also helps to build community within each homeroom class and gives students an opportunity to learn about each other and to interact in a positive way.

Each school year, we focus on an important aspect of our faith. This year, Saint Paul is our model. Pope Benedict has named 2008 a Pauline Year in commemoration of the two thousandth anniversary of Paul's birth. Both students and teachers will look to Saint Paul as a role model and mentor as one of the great saints and founders of the Church.

As part of our mission to educate the whole child, SJ RCS provides strong academics, social activities, service learning opportunities, and a complete sports program. While our school community is grateful to have a new building, our strength is in our students and their many achievements, our dedicated teachers, and enthusiastic parents. SJ RCS is a school recognized and respected for its academic tradition of excellence and students who are respectful and good citizens in our community. Our school strives to exceed expectations in all aspects of learning, daily living, and preparing our graduates for the future.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Standardized test scores drive development and implementation of curriculum in any school where they are administered. These results are interpreted and utilized on several different levels and by many individuals within a school. Once analyzed, a school may make adjustments to daily instruction, evaluate the resources needed for that instruction, and establish a plan for improvement. At St. John Regional Catholic School, the Iowa Test of Basic Skills (ITBS) and the Stanford Achievement Test, Tenth Edition (SAT 10) are two such assessments. The Archdiocese of Baltimore (AOB) dictates which assessment is to be used and the school adheres to that mandate.

Both the Stanford Achievement Test and the Iowa Test of Basic Skills are a complete battery of tests across curricular and content areas. The tests are nationally norm referenced, which allows the comparison of SJRCS students to the rest of the students in the nation taking the assessments in both public and non-public schools.

When reviewing the SJRCS test scores, several important factors must be considered. First, one must realize that until the 2005-2006 school year, students were administered the Iowa Test of Basic Skills in the fall. It should also be noted that up until the 2003-2004 school year, the ITBS was only given in grades 2, 4, 6, and 8. Starting in 2004-2005, all grades 2-8 were tested. In 2006-2007, not only did SJRCS begin to administer the Stanford Achievement Test, but the testing date was moved to the spring and given to students in grades 3-8. These changes were made throughout the Archdiocese of Baltimore. Second, prior to moving to the new school location in 2005, the SJRCS school population was fairly stable. This was partly due to the fact that most grades were at capacity. Currently, many new students are entering SJRCS each year so that there is not as much consistency in the student population as we had before.

When analyzing the testing results for the school on the ITBS, it is easy to identify the common trends within the report. SJRCS students have made significant gains consistently over the years in their scores in Mathematics and Reading. There has been an occasional loss in scores as well, but those remain insignificant. The most significant gain by an SJRCS student group was 12 percentile points in Math in the 5th grade in 2005. As stated, the school has seen a loss in scores as well; the most significant being 16 percentile points in Reading in the seventh grade in 2005. Examining the ITBS results for all students across the grade levels from 2003 to 2005, the conclusion can be made that as students at SJRCS progress from grade to grade, gains in standardized test scores are consistent and losses are minor.

Beginning in the fall of 2006, SJRCS began administering the SAT 10. In its first year, the eighth graders took the assessment in the fall while the other grades took it in the spring as mandated by the AOB. Historically, students taking the ITBS in grades 3 through 8 have always scored well in both Reading and Mathematics. Since administering the SAT 10, students at SJRCS have continued to excel. In 2007-2008, the eighth grade scored in the 85th percentile in Reading and the 83rd percentile in Math. These scores are well above the Blue Ribbon School cutoffs of 72 and 78, respectively.

The trend hinted at through the scores of the eighth grade represents a fairly common one when examining the scores across the grade levels at the school. The trend being one in which students consistently scored lower in Mathematics than Reading. Through these results, many steps have been taken to affect change within instruction and curriculum.

2. Using Assessment Results:

With each year of standardized testing that takes place, new information is learned about SJRCS students. This information is then put to use to modify instruction and influence the development of curriculum through the purchase of resources such as textbooks. The modifications that are made are done so with the intent of improving student learning within the classroom and, ultimately, improving test scores.

Initially, the school administrators examine the assessment results to get an idea as to what the overall outcome of the standardized testing has been. After the administration of the school has had ample opportunity to gauge the performance of the students, a teacher focus group is then formed to examine the scores more closely. The focus group is made up of teachers within the school across the grade levels and subject areas. During the summer months, the focus group looks closely at the results of the assessments to determine strengths and weaknesses of the student body. Through the teacher focus group, the entire faculty receives a thorough overview of the test results and identified areas in which the students did not score well. Suggestions are then made to address instruction and learning needs.

The latest example of this work was completed in the summer of 2008 when the teacher focus group examined the results of the SAT 10. The SAT 10 breaks down student performance into cluster categories and into individual skills within those categories. For example, student performance is listed for "Mathematics Problem Solving," but even further details on specific skills are included. Through this detailed information, the teacher focus group identified the areas of need and made recommendations to the SJRCS faculty.

The main areas of concern and recommended instructional modification were in the areas of spelling and math procedures which include computation. Using these identified areas of need, the school purchased "Daily Oral Language" and "Daily Math" workbooks for each grade level. These resources can be used in conjunction with daily math or language arts instruction, but the main focus is to have the students complete these exercises daily in their homeroom classes. In addition, the teachers in the subject areas where instructional modification is needed, have also taken the results of this teacher focus group and applied them to their everyday teaching practices.

3. Communicating Assessment Results:

SJRCS maintains ongoing communication with parents regarding their student's academic performance. The school utilizes the Archdiocesan grading program, PowerGrade, to record assessment data. This information is then communicated to parents through an online website called PowerSchool. The school website provides parents with a link to teacher email addresses so they can communicate with their child's teacher.

Teachers use a variety of assessments to evaluate students including class work, quizzes, tests, oral presentations, and projects. Students who have IEPs and 504 plans can be assessed using alternate means such as oral response, modified assignments, and extended time for tests.

Formal progress reports are issued three times a year for all students in pre-kindergarten through eighth grade. Halfway through each trimester, parents receive an interim report so they are aware of student progress prior to the end of the marking period. Formal conferences are held for all students in October after the first interim reports have been sent home. However, parents are encouraged to meet with teachers throughout the year. Halfway through the year, parents of pre-kindergarten students are invited to come into the classroom to observe.

Students in fifth through eighth grades can attain Second Honors, First Honors, or be named to the Principal's List. These students are recognized at an "Honors Breakfast" where they receive certificates. Their names are published in the school newsletter; as well as, in the local newspaper and displayed in the hallway of the

school.

At the end of seventh grade, those students who have achieved a 93 average in all major subjects, show good character, and have provided community service are inducted into the SJRCS chapter of the National Junior Honor Society at a special dinner. These students wear gold cords at graduation to represent their achievement. Graduates who attain the highest class averages are recognized as class Valedictorian and Salutatorian and deliver commencement speeches at the graduation ceremony.

At the beginning of the school year, standardized test scores are shared with faculty members and the school board. A parent meeting is held where school-wide test scores are explained. Plans for improving test scores are also shared with the parents at that time.

Currently, our test scores are not available on our website. However, in the near future, the Archdiocese will be providing us with a template that will allow us to post our student scores on our school website.

4. Sharing Success:

SJRCS is an exemplary school that is proud of its contribution to the Frederick County area for the past 180 years. We are continually sharing the “Good News” about St. John’s through school publications, parish bulletins, and the local media. We are fortunate to have a Development Director who helps us spread the word about our accomplishments to the community.

Our students have won many awards including state winners for the National Geography Bee, National History Day, and, handwriting competitions. Students participate on a regular basis in local essay contests. They are often among the winners and have progressed to state and national levels with their exemplary entries. Most recently, an SJRCS student was a national winner in the Catholic Daughters of America essay contest. Information about our awards can be found on our school’s website which is updated regularly with school news.

We also work closely with local media to have our successes brought to the attention of the wider community. A five minute video about St. John’s appears on our website and local cable TV. SJRCS meets bi-monthly with the other Catholic schools located in Frederick County. One of the purposes of these meetings is to share our good news and accomplishments with each other.

The Archdiocesan newsletter "Visions," a bi-annual publication, always features an article about SJRCS. Our school is also highlighted throughout the year in *The Catholic Review*, the newspaper for the Baltimore Archdiocese and in the local newspaper, *The Frederick News Post*.

As a school that is well respected in the community, St. John’s success is due to our dedicated faculty, supportive parents, and talented students. To be chosen as a Blue Ribbon School, would give us great pride in being able to share this accomplishment with the Frederick County community. But, most of all, we would share and celebrate this great honor with the families of St. John Regional Catholic School.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Our school follows the course of study for the Archdiocese of Baltimore, which is based on National Standards. It is grounded by the Statement of Beliefs which holds the curricular program in place. The Statement of Beliefs traces a process of learning wherein the student is the primary focus. In addition to the traditional standards, each subject area also includes a Catholic Identity strand.

Our core curriculum includes religion, language arts, mathematics, science, and social studies. Students in kindergarten through eighth grade also receive weekly instruction in art, music, physical education, and technology. The media center offers formal instruction in media literacy and library skills. Students in grades 1-6 receive Spanish instruction once a week, while 7th and 8th grade students receive it twice a week. Pre-kindergarten students receive music instruction and visit the library/media center once a week.

Teachers have been curriculum mapping for the past three years. This details the scope and sequence of subject areas to promote communication between teachers from grade to grade and within each grade level. It shows consistency within a grade yet differentiation between the grades.

Religion. Religion is taught on a daily basis to all grade levels. Primary grade curriculum starts with basic prayers and faith traditions. Elementary level students receive sacramental preparation as well as essentials of our faith. The curriculum is completed in the eighth grade with the study of Church history and the roots of our Catholic Christian faith formation.

Language Arts. Content area includes: grammar, handwriting, reading, spelling, vocabulary, and writing. Methods of instruction include dramatization, oral presentations, journal and creative writing, reading a variety of genre, singing, research, field trips, and cultural programs.

Grades 6-8 use a literature-based approach where students use an anthology as well as contemporary and classic novels. Seventh grade students participate in an in-house speech competition sponsored by a local community organization. Eighth grade students write thesis and research papers, and complete a thematic drama unit analyzing and performing unabridged works of Shakespeare.

Math. Using our school-wide essential math map, students are given instruction which details the scope and sequence of our program from pre-kindergarten through eighth grade. Students in the primary grades use work mats and manipulatives to grasp concepts. Intermediate through middle school students continue their studies with both concrete and abstract concepts of study. In seventh grade, students may be eligible to take pre-algebra followed by algebra in the eighth grade. Students who successfully complete the Algebra I course can receive high school credit from Frederick County Public Schools.

Science. In kindergarten through grade five, science is integrated with instruction focusing on all key areas of science. Hands-on activities within the classroom encourage our students to predict, experiment, and interpret scientific data. Sixth grade students study earth science, seventh grade students study life science, and eighth grade students study physical science. All students are provided with the use of the lab facilities, and our middle school students are given the opportunity for laboratory dissection. Within the laboratory setting, students care for various aquatic creatures, a bearded dragon, and a few mice, hamsters, and rats.

Social Studies. In the primary grades, social studies begins with the study of families, neighborhoods, and communities. In fourth grade, emphasis is placed on the history and geography of the state of Maryland. Fifth

grade studies the early history of the United States. Sixth grade studies ancient civilizations and foundations of geography while seventh grade takes a more global approach with the study of Africa, Europe, Russia, and Latin America. Eighth grade students study civics and government and the remainder of United States history from the Reconstruction Period to the present. Classroom instruction includes PowerPoint presentations, United Streaming video clips, maps, artifacts, guest speakers, and student projects.

Spanish. Instruction focuses on the mechanics of the language as well as the Hispanic culture. Eighth grade students who successfully complete the CRES assessment from Frederick County Public Schools can receive high school credit for Spanish I.

Visual and Performing Arts. Within the area of music, we offer a school band, chorus, and a hand bell ensemble. Student concerts are given three times a year as well as a school-wide Christmas program. A Fine Arts Evening in the spring is also offered where our musical groups perform and student artwork is displayed. An evening talent show provides an opportunity to showcase individual talent.

2a. (Elementary Schools) Reading:

Our reading curriculum is taught as part of language arts with emphasis on building comprehension skills and strategies and increasing vocabulary. All students are regularly evaluated for fluency and comprehension.

Our pre-kindergarten classes follow the literacy-based *Little Treasures* program that integrates all subject areas. Last year, the *SuperKids Reading* program was piloted in kindergarten. This year it expanded to first grade and next year will be offered to our second graders. This program was chosen for our primary grade students because it is a comprehensive core reading program designed just for kindergarten through second grade. It integrates reading, phonics, writing, and spelling into a program that is rigorous yet fun. We decided to use this program based on the scientific research provided by the Rowland Reading Foundation, creator of the *SuperKids* program. The test results of the pilot program showed that our kindergarten students had an average 16% gain in total reading from Fall 2007 to Spring 2008 based on the Stanford Early School Achievement Test.

Third through fifth grade students are most successful using a basal reader. All students are taught specific reading skills which increase their vocabulary and help them to create responses to literature.

Sixth through eighth grade students use a literature anthology that contains a variety of genre. Using well-known authors as their models, students create their own pieces of writing. Students at these grade levels also read novels that integrate with other subject areas.

Students visit the library once a week so they can select books for their reading pleasure. Classroom magazines are used at all levels to help increase comprehension. And all classrooms have well-stocked libraries.

Teachers closely examine the Lexile scores of their students so they can choose appropriate reading selections for their students. These scores are provided as part of our standardized testing. A faculty member attended the National Lexile Conference and then trained the rest of the faculty about the significance of these scores and how they can be used to benefit our students when teaching reading.

Since research shows that many reading skills are lost over the summer, students are expected to read while on vacation and are given a list of age-appropriate titles to select from. During the school year, they are required to read from a variety of genre. This enables students to become familiar with all types of writing and helps to expand their horizons as avid readers.

2b. (Secondary Schools) English:

3. Additional Curriculum Area:

What sets an SJRCS education apart from others is the fact that students have the opportunity to grow deeper in their faith. Through the religion curriculum, prayer experiences, and service projects, students build an understanding of their call as Christians to make the world a better place to live.

The “Catholic Identity” strands that enrich all subjects of the curriculum integrate the Catholic faith. One such example is the ability of SJRCS students to view historical events through a perspective founded on Christian morals and values. By identifying the best and worst of mankind’s decisions through the years, students form a conscience rooted in their faith.

Through the National Catholic Education Association’s Assessment of Catechesis and Religious Education (ACRE), St. John Regional Catholic School is able to evaluate its religious instruction on an annual basis. The ACRE is an integrated assessment of faith, administered to fifth and eighth grade students, which evaluates beliefs, behaviors, attitudes, and practices. Nationally normed, SJRCS students score above national averages, reaffirming the efforts of the school and its commitment to spiritual development.

Christian ideals are reinforced each day through the words of the Values Code. Thirteen values such as responsibility, respect for others, and tolerance support the Christian values already being taught within the school. Teachers incorporate the values and their meanings into all subject areas. All students have the opportunity to receive the “St. Francis Award,” which recognizes individual students from each grade level who display the ideals of Christian living and the Values Code through their actions every day. These awards are given monthly at First Friday Masses.

Through SJRCS’s Light of Hope service group, Student Council, and National Junior Honor Society, students participate in service projects which benefit people in the Frederick area and beyond. SJRCS students are taught, through hands-on service projects, to serve those less fortunate than they are and to always work for social justice. Throughout the school year, grade levels organize monthly Masses. The Mass collections are designated to a particular charity. The Christmas Basket program allows classes at SJRCS to adopt a family in inner city Baltimore and compile donations of food, clothing, and toys for a family that is not able to provide this for their children. During the annual celebration of Catholic Schools Week, students focus on various groups in need of assistance. United States armed service men and women, the Frederick Food Bank, and the poor of Washington, D.C., are a few of the groups aided through the efforts of SJRCS students.

4. Instructional Methods:

Beginning in fourth grade, students are grouped by ability in mathematics and language arts. This allows teachers to instruct above grade level and on grade level classes in these subjects. While the basic curriculum remains the same, it is the pacing of the class and differentiation in delivery of instruction that helps to allow all students to be successful.

A reading resource program is available in first through fourth grades for struggling readers. There is a specific criterion that identifies students in need of intervention in reading that allows them to enter the program. Once they have reached their goals and met the exit criteria, they are released from the program. These students also participate in a program called the “Sunshine Readers.” They regularly visit a nearby senior citizen residence. Students bring their favorite books with them and read aloud to the seniors. The program helps to build self-confidence and fluency while building bridges across generations.

Students who excel in reading in kindergarten through grade three, participate in the Junior Great Books Program. This program, overseen by a teacher, is made possible with the help of parent volunteers.

Textbooks are reviewed and purchased on a five year cycle. When new textbooks are purchased, teachers look for publishers that include differentiated instruction strategies so that they can better serve all learners.

Our school counselor works closely with teachers, parents, and Frederick County Public Schools to provide accommodations for students with learning disabilities. We have been very successful in meeting the needs of students with physical limitations as well as medical disabilities. Assistive technology such as special keyboards and a class set of Quick Pads have been purchased to use with students who would benefit from these accommodations.

Our QUEST program recognizes the gifts and talents of all students. The mission of the QUEST Program is to provide various types and levels of enrichment to SJRCS students. QUEST is based on a school-wide enrichment model of gifted education developed in 1977 by Dr. Joseph Renzulli, Director of the National Research Center on the Gifted and Talented. QUEST emphasizes the relationship among above average ability, high levels of creativity, and strong task commitment. Where these traits come together and overlap, gifted behavior occurs. Students who possess, or are capable of developing these composite set of traits, are served by this enrichment model.

5. Professional Development:

Several days during the school year are set aside for professional development. Some of this time is mandated and planned by the Archdiocese of Baltimore and others are carried out at SJRCS. Teachers are encouraged to attend workshops that are offered in our geographic area. They select workshops that align with the grades and/or subjects they teach. Our pre-kindergarten and kindergarten teachers attend the annual Maryland State Conference for Early Educators. Teachers bring back many new techniques and creative ideas for instruction. This directly supports our students' learning. Teachers are encouraged to return from workshops and share information with their colleagues.

When curriculum mapping was introduced, much of our professional development time was used to provide training for teachers so they would be comfortable with the process of recording their data. Curriculum mapping directly reflects the content that is being taught in the classroom. It helps to ensure that curriculum standards are being covered.

Our Media Center houses an extensive collection of professional development materials, both in print and digital media. Materials address differentiated instruction, national standards, materials for specific areas of instruction, and assessment. These materials can be borrowed by individual teachers and are also used for whole school faculty professional development.

Faculty book discussion groups have also been used successfully. Faculty members read the same book and then come together to discuss and review. Books are chosen that will help teachers meet student needs; for example, *Student Self-Discipline in the Classroom and Beyond*, *Mapping the Big Picture*, *Getting Results with Curriculum Mapping*, and *Odd Girl Out*. In addition to book discussions, faculty blogs have been used that allow faculty members to communicate in an on-line environment.

Our school has a PDS partnership with Mount Saint Mary's University. This partnership affords our school many opportunities for professional development for our teachers. They participate in mentor workshops at the Mount to improve their roles as cooperating teachers. Additionally, professors from the Mount have given workshops for our teachers and our teachers have been invited to participate in workshops at the Mount and

other Maryland universities.

6. School Leadership:

Daily operations of SJRCS are managed by a principal and an assistant principal. The principal is directly responsible to several stakeholders including the school board, the parents, the faculty, regional pastors, and the Archdiocese of Baltimore. Both administrators were former teachers on the SJRCS staff so they understand the school community that they serve. School administrators are assisted by a support staff that includes a full-time school counselor, a nurse, office staff, and twenty teaching assistants. Weekly staff meetings help to maintain focus and provide the opportunity to discuss different ideas and viewpoints.

Teachers within the school take on leadership roles serving as grade level coordinators and subject area coordinators. Teachers and administrators work in a collaborative environment to problem solve and address the needs of our students.

Every Friday, each staff member receives the "Friday Focus." This weekly newsletter from the principal offers specific suggestions for helping students learn and succeed. It provides staff members with the information they need to plan effectively for instruction. It also recognizes staff members who have contributed to the school community.

School leadership ensures that rules and regulations outlined in the faculty and student handbooks are implemented on a daily basis. These handbooks are updated and revised each year. In addition to school policies, the faculty handbook clearly outlines how teachers will be evaluated, both formally and informally. The student handbook addresses a variety of policies that help our school run smoothly. These include policies on discipline, acceptable use of computers, and uniforms.

School administrators evaluate teacher lesson plans on a regular basis to ensure the continuity of the lessons being taught. The principal and the school counselor meet bi-weekly with fifth through eighth grade teachers at a lunchtime "Meet & Eat" forum to discuss students of concern to ensure that student needs are met.

Administrators make use of "Coffee Talks" with parents to answer questions and hear concerns. These informal discussions have led us to implement new programs for our students. For example, some parents suggested that the QUEST enrichment program be more accessible to our middle school students. So Enrichment Clusters that meet once a month were started. Students are able to choose from a variety of topics that help to broaden their knowledge in a variety of areas – from the science of rocketry to managing finances to advertising.

PART VI - PRIVATE SCHOOL ADDENDUM

1. Private school association: Catholic
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>\$5990</u>	<u>\$5990</u>	<u>\$5990</u>	<u>\$5990</u>	<u>\$5990</u>	<u>\$5990</u>
K	1st	2nd	3rd	4th	5th

<u>\$5990</u>	<u>\$5990</u>	<u>\$5990</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
6th	7th	8th	9th	10th	11th

<u>\$0</u>	<u>\$0</u>
12th	Other

4. What is the educational cost per student? \$ 5248 (School budget divided by enrollment)
5. What is the average financial aid per student? \$ 199
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?
9 %
7. What percentage of the student body receives scholarship assistance, including tuition reduction?
19 %

PART VII - ASSESSMENT RESULTS

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Subject: Mathematics

Grade: 2 Test: ITBS

Edition/Publication Year: Form A/2001 Publisher: Riverside

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month			Oct	Oct	Oct
SCHOOL SCORES					
Average Score			78	94	53
Number of students tested			65	58	60
Percent of total students tested			100	100	100
Number of students alternatively assessed			0	0	0
Percent of students alternatively assessed			0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

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

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Second grade students were not tested once we switched to the Stanford 10 test in 2006-2007.

Subject: Reading

Grade: 2 Test: ITBS

Edition/Publication Year: Form A/2001 Publisher: Riverside

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month			Oct	Oct	Oct
SCHOOL SCORES					
Average Score			91	97	89
Number of students tested			65	58	60
Percent of total students tested			100	100	100
Number of students alternatively assessed			0	0	0
Percent of students alternatively assessed			0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

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

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Second grade students were not tested once we switched to the Stanford 10 test in 2006-2007.

Subject: Mathematics

Grade: 3 Test: Stanford Achievement Test/ITBS

Edition/Publication Year: 10/2002/Form A/2001 Publisher: Pearson/Riverside

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Apr	Apr	Oct	Oct	
SCHOOL SCORES					
Average Score	67	63	83	73	
Number of students tested	52	60	63	55	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	2	0	2	0	
Percent of students alternatively assessed	4	0	3	0	
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					
If the reports use scaled scores, provide the national mean score and standard deviation for the test.					
	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

In 2003-2004, only students in grades 2, 4, 6, and 8 were given standardized tests.

Subject: Reading

Grade: 3 Test: Stanford Achievement Test/ITBS

Edition/Publication Year: 10/2002/Form A/2001 Publisher: Pearson/Riverside

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Apr	Apr	Oct	Oct	
SCHOOL SCORES					
Average Score	73	73	95	86	
Number of students tested	52	60	63	55	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	2	0	2	0	
Percent of students alternatively assessed	4	0	3	0	
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					
If the reports use scaled scores, provide the national mean score and standard deviation for the test.					
	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

In 2003-2004, only students in grades 2, 4, 6, and 8 were given standardized tests.

Subject: Mathematics

Grade: 4 Test: Stanford Achievement Test/ITBS

Edition/Publication Year: 10/2002/Form A/2001 Publisher: Pearson/Riverside

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Apr	Apr	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	70	74	72	82	78
Number of students tested	59	63	57	46	49
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	2	0	0	0
Percent of students alternatively assessed	0	3	0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					
If the reports use scaled scores, provide the national mean score and standard deviation for the test.					
	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Reading

Grade: 4 Test: Stanford Achievement Test/ITBS

Edition/Publication Year: 10/2002/Form A/2001 Publisher: Pearson/Riverside

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Apr	Apr	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	77	84	99	99	96
Number of students tested	59	63	57	46	49
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	2	0	0	0
Percent of students alternatively assessed	0	3	0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					
If the reports use scaled scores, provide the national mean score and standard deviation for the test.					
	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Mathematics

Grade: 5 Test: Stanford Achievement Test/ITBS

Edition/Publication Year: 10/2002/Form A/2001 Publisher: Pearson/Riverside

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Apr	Apr	Oct	Oct	
SCHOOL SCORES					
Average Score	69	57	79	90	
Number of students tested	63	62	57	52	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	2	0	0	3	
Percent of students alternatively assessed	3	0	0	6	
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					
If the reports use scaled scores, provide the national mean score and standard deviation for the test.					
	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

In 2003-2004, only students in grades 2, 4, 6, and 8 were given standardized tests.

Subject: Reading

Grade: 5 Test: Stanford Achievement Test/ITBS

Edition/Publication Year: 10/2002/Form A/2001 Publisher: Pearson/Riverside

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Apr	Apr	Oct	Oct	
SCHOOL SCORES					
Average Score	78	75	98	99	
Number of students tested	63	62	57	52	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	2	0	0	3	0
Percent of students alternatively assessed	3	0	0	6	0
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					
If the reports use scaled scores, provide the national mean score and standard deviation for the test.					
	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

In 2003-2004, only students in grades 2, 4, 6, and 8 were given standardized tests.

Subject: Mathematics

Grade: 6 Test: Stanford Achievement Test/ITBS

Edition/Publication Year: 10/2002/Form A/2001 Publisher: Pearson/Riverside

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Apr	Apr	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	63	68	92	84	95
Number of students tested	60	67	65	40	54
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	1	9	0	0
Percent of students alternatively assessed	0	1	14	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					
If the reports use scaled scores, provide the national mean score and standard deviation for the test.					
	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Reading

Grade: 6 Test: Stanford Achievement Test/ITBS

Edition/Publication Year: 10/2002/Form A/2001 Publisher: Pearson/Riverside

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Apr	Apr	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	77	75	98	95	97
Number of students tested	60	67	65	40	54
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	1	9	0	0
Percent of students alternatively assessed	0	1	14	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					
If the reports use scaled scores, provide the national mean score and standard deviation for the test.					
	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Mathematics

Grade: 7 Test: Stanford Achievement Test/ITBS

Edition/Publication Year: 10/2002/Form A/2001 Publisher: Pearson/Riverside

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Apr	Apr	Oct	Oct	
SCHOOL SCORES					
Average Score	74	80	79	96	
Number of students tested	67	69	42	55	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	7	2	0	
Percent of students alternatively assessed	0	10	5	0	
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					
If the reports use scaled scores, provide the national mean score and standard deviation for the test.					
	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

In 2003-2004, only students in grades 2, 4, 6, and 8 were given standardized tests.

Subject: Reading

Grade: 7 Test: Stanford Achievement Test/ITBS

Edition/Publication Year: 10/2002/Form A/2001 Publisher: Pearson/Riverside

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Apr	Apr	Oct	Oct	
SCHOOL SCORES					
Average Score	72	84	96	99	
Number of students tested	67	69	42	55	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	7	2	0	
Percent of students alternatively assessed	0	10	5	0	
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					
If the reports use scaled scores, provide the national mean score and standard deviation for the test.					
	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

In 2003-2004, only students in grades 2, 4, 6, and 8 were given standardized tests.

Subject: Mathematics

Grade: 8 Test: Stanford Achievement Test/ITBS

Edition/Publication Year: 10/2002/Form A/2001 Publisher: Pearson/Riverside

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Apr	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	83	76	97	87	97
Number of students tested	65	43	53	48	53
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	6	2	0	0	0
Percent of students alternatively assessed	9	5	0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

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

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

In 2006-2007, 8th grade students were tested in October due to high school admissions requirements.

Subject: Reading

Grade: 8 Test: Stanford Achievement Test/ITBS

Edition/Publication Year: 10/2002/Form A/2001 Publisher: Pearson/Riverside

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Apr	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	85	80	99	99	87
Number of students tested	65	43	53	48	53
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	6	2	0	0	0
Percent of students alternatively assessed	9	5	0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

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

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

In 2006-2007, 8th grade students were tested in October due to high school admission requirements.

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