

Self-Study Report

of

Saint Joseph Regional Junior High School

**148 Belmont Street
Manchester, New Hampshire 03103**

April 3 - 6, 2016

SCHOOL DATA SHEET

*(Note: Your completed School Data Sheet
may be copied and included with the Visiting Committee Report.)*

School Name: St. Joseph Regional Jr. High School

Address: 148 Belmont Street

Manchester, NH 03104

Telephone: (603) 624-4811

Date of Founding: 1925

Total Enrollment (at the time of evaluation visit): 71

	PS	K	1	2	3	4	5	6	7	8	9	10	11	12	PG	Totals
Male									14	25						39
Female									10	22						32
Day																
Boarding																
Homestay																

International students included in the above table who are not U.S. residents:

Day									0	0						0
Boarding									0	0						0
Homestay																

Number of Faculty: 7 full-time; 2 part-time

Number of Administrators: 0 full-time; 2 part-time

Person(s) completing this form: Denis Mailloux, Principal

Date: February 15, 2016

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INTRODUCTION

St. Joseph Regional Junior High School (STJ) first opened its doors in 1925 as an elementary school, grades 1 - 8. In 1972, STJ was officially identified as a diocesan regional school with grades 6, 7 and 8. Grades 1 - 5 were absorbed into a nearby parish school, St. George. In the late 1970's, STJ became a junior high school with grades 7 and 8 while remaining a diocesan regional school. This is our school's current status, one significant additional change being that of location in 2010.

STJ is at an important juncture in its history presenting both challenge and opportunity which this "Introduction" will reference and which our "Reflections, Recommendations, and Issues for Further Discussion" will address in greater detail.

The school's overriding threat at this time is enrollment, a factor that will be of no surprise to a reader familiar with the challenges facing Catholic schools in the Northeast. This introduction will attempt to describe the school's current enrollment status in the context of the enrollment history of the Manchester Public Schools and the Manchester Catholic Schools. It will also identify the issue(s) contributing to the school's current enrollment status.

Table One:

Manchester Enrollment History:

Year	Public (1-12)	Catholic (1-8)	STJ (7 & 8)	STJ Manchester Catholic School Market Share
05/06	17,511	1374	270	.20
06/07	17,154	1302	227	.17
07/08	16,309	1178	188	.16
08/09	15,992	1099	167	.15
09/10	15,813	1055	166	.16
10/11	15,732	982	119	.12
11/12	15,536	988	89	.09
12/13	15,142	916	96	.10
13/14	14,737	899	106	.12
14/15	14,718	838	101	.12
Change	-2,793 -16%	-536 -40%	-169 -63%	.08

Manchester public school enrollment numbers were not available when this self-study was completed. However, Manchester Catholic school enrollment levels were available and are as follows:

15/16

Manchester Public Schools (k – 12)	Manchester Catholic Schools (K – 8)	STJ	Market Share of Catholic Schools
Not Available	653	71	.11

Table One indicates that while the Manchester public school population has decreased by 16% from 05/06 to 14/15, the Manchester Catholic school population has decreased by 40% during the same

period. It is definitely worth noting that STJ has undergone a more drastic decline in enrollment than its fellow Manchester Catholic schools, reducing STJ's market share of the Manchester Catholic schools to a degree that warranted investigation at least by the 2008/2009 school year.

At that time, the administration had put forth the proposition that STJ's drop in enrollment was, in large part, due to its asynchronous position within the Manchester school "landscape" due to the public school system's middle school configuration (grades 6, 7 & 8) versus STJ's grades 7 & 8 model. For several years, attempts to raise the school's enrollment focused on a presumed need for the addition of grade 6 to STJ in order for the school to attract students from the public schools. That argument would seem to have merit. However, it did not address the school's decreased market share within the Manchester Catholic school system as is indicated in Table One.

STJ enrollments from 2007/2008 - 2009/2010 brought about a disproportionate level of overhead relative to enrollment and a high level of deferred maintenance, leading the Catholic Schools Office to recommend to then Bishop John McCormack that the school building on Pine and Bridge Streets be closed and that STJ be relocated to its current location on 148 Belmont Street on the top floor of the St. Anthony School building.

Meetings with parents were conducted that year to inform them of relocation plans. Relocation occurred in the summer of 2010, a year which saw STJ enrollment drop from 166 to 119 students.

In February of 2011, Bishop McCormack requested that Denis Mailloux, principal of Trinity High School, assume leadership of STJ in addition to his responsibilities at the high school. Mr. Mailloux accepted the bishop's request.

In the spring of 2011, Mr. Mailloux conducted two meetings with STJ parents to hear their concerns. Foremost among those concerns was the relocation of the school. Parents remained concerned about the move. Some felt they had not been informed in a timely manner of the issues leading to the closing of the school's former building. Mr. Mailloux explained that the school would have to remain at the 148 Belmont Street location for the foreseeable future, but that the program would remain strong through curriculum development and the addition of resources from the high school.

The combined 7th and 8th grade enrollment for the 2011-2012 school year was forecast in May to be 63. The diocese allowed Mr. Mailloux to build a budget based on 80 students. Enrollment for 2011-2012 was 89. Enrollment rose in the following three years (see chart) as the school addressed curriculum needs and as staffing changes were made. However, enrollment has dropped to 71 for the 2015/2016 school year.

Factors leading to this sudden drop in enrollment seem to include the city's growing and highly publicized drug problem and the association made between the school's current location and Manchester's "inner city." Catholic schools feeding into STJ have declined precipitously in enrollment as well. Anecdotal feedback from parents would seem to indicate that the 148 Belmont Street location is an obstacle to increased enrollment. Charter schools have drawn students from all of the Manchester Catholic schools.

Plans have been explored to move STJ to the Trinity High School site. However, the cost of doing so appears to be prohibitive. Materials relative to this exploration will be available to the visiting committee.

Respectfully submitted,

Denis Mailloux
Principal

Self-Study Part I: Reviewing the Standards

Standard 1 (Mission): There is congruence between the school’s stated mission and core values and its actual program, policies, planning, and decision-making at both the operational and governance levels.

Assessment of Standard	
Passing <i>(The students’ experience is supported.)</i>	Failing <i>(The students’ experience is compromised.)</i>
P1. Meets Standard: may have minor plans/recommendations or issues for reflection.	F1. Fails Standard: aware and plans remediation.
P2. Meets Standard: does have significant plans/recommendations and issues for reflection.	F2. Fails Standard: aware, but plan of remediation is uncertain.

School’s Self-Assessment P1

Brief narrative description of the school’s position with regard to this standard

St. Joseph Regional Junior High School’s mission is comprised of the simple and profound principles that both ground and drive our school, its students, its staff, and its community. It is the sublime beginning and map of the journey, not the journey itself. Indeed, a member of the mission committee stated it well: “... the broad and deep nature of ...mission is regarded, to some large extent, like the Ten Commandments. One does not review and revise; one reflects and applies.”

Ten years ago during the NEASC self-study conducted by St. Joseph Regional Junior High School, the mission, as stated in the self-study report at that time, was as follows: “St. Joseph Regional Junior High School provides a Catholic Education with C.A.R.E.—Concern for others, Academic excellence, Respect for self and others in an Environment of caring.” Five years ago the mission was revised, primarily administratively, for a seemingly insignificant but ultimately important purpose, i.e., to place greater emphasis on the Catholic faith that is the basis of all that we do here. **Hence, today, (The Mission Statement) St. Joseph Regional Junior High School provides a Catholic education with C.A.R.E.—Catholic Identity, Academic Excellence, Respect for self and others in an Environment of caring.**

The mission committee concludes that there is purposeful and evident congruence between the school’s stated mission and core values and its actual program, policies, planning, and decision-making at both the operational and governance levels

Self-study committee membership, meeting schedule, and procedures

Membership: Charles Powell (Faculty, Chair), Fr. Jerome Day (Advisory Board), Terry Cuff (Faculty), Cheryl Dionne (Parent), Elijah Dionne (Student), Erika Villemure (Parent), Chloe Villemure (Student).

The committee's schedule was as follows: March 24, 2015, an introductory meeting was called to outline our committee's purpose and the procedures for our work. Subsequently, we employed Google Apps for Business/Education under the school's ETHNK domain to respond in writing — through comments and questions — to the indicators. All documents related to indicators and to the final report were provided online and shared with all members. Each member's comments were visible to the other members so that, in essence, we did the bulk of our work through virtual meeting and collaboration. After a draft report was prepared and shared with the membership, a final meeting, on April 21, 2015, was held for the following purpose(s): (1) to discuss the draft report, (2) to revise the draft report, and (3) to agree on a final report.

List of background materials reviewed and people interviewed

- X Parent survey
- X Faculty survey
- X Student survey
- X Alumni/ae survey
- Department and major program reports
- X Publications (list)
 - Faculty Bulletin Boards (online)
 - Student/Parent Handbook
 - Constant Contact Weekly Memos and Emails
 - School Monthly Calendars
- X Other (list)
 - Banner in School entrance
 - Collaborative Notes from ETHNK meetings

Notable strengths of the school in this area

Related to our committee's judgment that there is purposeful and evident congruence between the school's stated mission and core values and its actual program, policies, planning, and decision-making at both the operational and governance levels, we believe the mission is a natural part of the experience at the school, an integral part of each school day's lessons, activities, interactions, a natural part of subsequent reflection upon the daily successes and disappointments of each day and of the immediate (in school) and long-term impact on the lives of students outside of school and within the greater community. Yes, of course, any educational facility should be set up with the expectation of excellence as its goal. However, our Catholic community has the special grace of its faculty, staff, students, parents, community members being as faith-driven in the actions of their lives as they are in their dedication to teaching, to learning, and to becoming the persons God created us to be.

Our committee's judgment is supported emphatically by the responses to the surveys sent to and completed by alumni/ae, parents, faculty, and current students, responses to questions in the form of statements related to mission (namely — paraphrased — St. Joe's mission and values stay with me today; St. Joe's mission was matched by what actually happened in the school, and the school did what it said it did; St. Joe's mission is clear and well communicated/publicized; the mission matches what is actually happening in the program.) in that greater than 83% (ranging to a high of 97%) of the respondents replied that they strongly agreed or agreed with the statements.

As further evidence of St. Joseph's commitment both in word and in action to our mission, the mission is stated clearly on the home page of the web site, in Constant Contact emails and newsletters, also, in a large banner in the building and in the St. Joseph Regional Jr. High School handbook that parents are required to sign. Additionally, the phrase "Catholic Identity," the first statement in the Mission of the School, seems to suggest that this commitment to our faith is expressed and lived. Students and staff say a morning, lunchtime, and dismissal prayer — daily read over the intercom. Teachers often begin their classes with a prayer, whether in religion class or in other classes. The Honors Board, inclusive of a Conduct and Effort Board, is displayed on a wall in the main corridor. We have Crucifix pins presented to students at Mass once a month, before an audience of their peers and St. Joseph Regional Junior High School staff, to recognize those students among the population who should be honored for random, and natural, acts of kindness. Students show respect for themselves and for the school by adherence to a code of dress and appearance and by dressing up more formally once a week. Furthermore, academically speaking, students are both consistently challenged and encouraged to reach their potential. While setting the bar high for their students, the faculty always remains caring and makes both pupils and parents aware that they, the teachers, are available to give extra support, both academically and personally, when needed.

Moreover, through Student Council, through informal and formal staff meetings, we (students and staff) regularly discuss methods and activities, rules, behaviors that help to strengthen Catholic identity, to promote more fully academic rigor, to support and champion respect and a safe environment (physical, mental, emotional, spiritual strength and safety). Additionally, all teachers have special ways to encourage and to cause students to reflect upon what it means to be "C.A.R.E.ing." For example, a reading class uses one novel a year, this year's book being The Five People You Meet in Heaven by Mitch Albom, to experience the art and characteristics of the written word as well as the underlying message of our school's mission. The art teacher teaches lessons concerning the creation of "stained glass windows;" a religion teacher has the students do poverty projects--which this year resulted in the selling of 50 t-shirts, shirts hand-designed by two of St. Joseph's students, the proceeds of the sales going to the local New Horizons Soup Kitchen. Similarly, Student Council suggested students serve meals at the local soup kitchen, and, as a result, STJ students are serving meals there every third Friday of the month. From a parent's perspective, the school does engage the community in the application of the mission. A few examples of this are as follows: the 7th grade English classes write to veterans, thanking them for their service and letting them know that they are appreciated. The Student Council will sponsor dances where the admission collected will go directly to charity. At times, in addition, to the monetary donations, the school will ask the students to bring in canned goods, gloves, mittens, hats and baby items to donate to those in need. At Thanksgiving, each class is assigned an item to bring in that will be donated to families who are less fortunate.

Moreover, it is evident that students are happy and feel safe coming to school — they appreciate and promote the positive, spiritual climate and culture of the school — through respect for teachers and peers, through self-respect, through respect for the Catholic faith, through active engagement in study and in student activities. In the words of a mission committee member, Fr. Jerome Day, "My experience with administrators, faculty and students at Saint Joseph, including some who are parishioners at Saint Raphael Parish, where I serve as pastor, leads me to believe that an environment of reverence, respect and relationship-building pervades the school and is not only consistent with the education program but helps advance it in every area." Underscoring these sentiments, a parent (on the Mission Committee) stated, "This is my fourth year with a child at St. Joseph [Regional] Jr. High, and I have to say that the expectations mentioned in the mission statement have remained consistent. If a student, parent, or employee does not embrace the C.A.R.E. attitude, the administration would deem it

necessary to meet with the family or employee to discuss whether St. Joseph School is the right fit for them. For example, if a student were to refuse to attend Mass, if a student showed disrespect by intentionally and consistently not wearing his/her blazer on dress-up days or wasn't able to keep up academically, I don't believe it would be allowed to continue; measures would be taken to address the issue(s). I think this is true for faculty and staff as well. There are expectations and requirements that must be adhered to in order to support the identity of St. Joseph Jr. High School (as stated in its mission). The climate, culture, and accountability of students and staff are truly the reasons many parents like myself choose to send our children to Catholic school in general and to St. Joseph in particular."

To conclude, "every constituency of Saint Joseph embraces, and endeavors to live out, the mission of the school. Despite the significant challenges in moving from its own building downtown to sharing quarters with Saint Anthony School, the various constituencies of Saint Joseph have manifested an extraordinary willingness and enthusiasm in maintaining requirements and expectations that reflect the C.A.R.E. philosophy." (Fr. Jerome Day)

Notable weaknesses/needs

1. A more formal process could be used to reflect upon (with possible revision in mind) the mission statement itself.

Recommendations for school improvement and issues for further discussion

1. A process (perhaps as a recurring agenda item at staff meetings) dedicated to reflection and discussion related to faculty and staff implementation of processes and procedures—processes and procedures implicit in our mission, processes and procedures expressed in faculty syllabuses, and processes and procedures institutionally stated in our student/parent handbook (i.e. "discipline and expectations")—implementation, both in word and through action, that promotes, in all cases, firm adherence to said processes, but firmness that is always tempered by recognition of our mission, of caring, of equity, of respect.

Standard 2 (Governance): The school has an appropriate system of governance that assures that the school remains true to its mission and that it has the necessary resources to support its present and prospective operations.

Assessment of Standard	
Passing <i>(The students' experience is supported.)</i>	Failing <i>(The students' experience is compromised.)</i>
P1. Meets Standard: may have minor plans/recommendations or issues for reflection.	F1. Fails Standard: aware and plans remediation.
P2. Meets Standard: does have significant plans/recommendations and issues for reflection.	F2. Fails Standard: aware, but plan of remediation is uncertain.

School's Self-Assessment P2

Brief narrative description of the school's position with regard to this standard
(This summary may be copied and used in the *Visiting Committee Report*.)

A diocesan school, STJ is governed by the Bishop of Manchester through his appointed representative, the Superintendent of Catholic Schools. The diocesan advisory school board assists the superintendent in matters relating to Catholic identity, policy, finances, public relations, strategic planning, and development.

The superintendent hires the principal, usually with the participation of school advisory board members and other members of the school faculty and staff. However, Mr. Mailloux (principal of Trinity High School) was appointed to the position of principal of STJ by Bishop McCormack in 2010 without input from the school's advisory board. This appointment was intended to assist STJ through closer affiliation with Trinity High School.

The diocesan policy handbook describes the principal's role as the spiritual and educational leader of the school and steward of the school's resources. The principal is responsible for promoting the Catholic mission of the school and maintaining the program so as to enhance the religious life of the students, faculty and staff. He or she is to pursue excellence in the institution with respect to instruction and curriculum, develop/maintain the budget, and oversee financial reporting according to diocesan policy. Additionally, the principal is responsible for all administrative functions and for compliance with diocesan policies, all state and federal regulations, and all directives from the Catholic Schools Office (CSO).

The school advisory board offers advice and assistance to the principal in advancing the school's Catholic mission and Catholic identity, establishes local policies consistent with diocesan policies and procedures, develops, implements and monitors strategic planning, and supports the school through school advancement, public relations, marketing and board advancement. The school advisory board also usually participates in the search process in hiring a new principal.

The above description is based on diocesan policy. The nature of the current STJ board differs somewhat due to the school's recent history and public relations issues connected with the school's relocation. The following timeline may help make that history clear.

2009/2010:

- The CSO conducted two meetings with STJ parents to inform them of the decision to move STJ.
- Those meetings were characterized by parent anger toward the CSO. Group opinion is always difficult to summarize. However, parents seemed most angry that they were not informed of the possibility of the school's relocation prior to the diocesan decision to do so. For many years, parents had raised money to support the school and improve facilities and felt their investment in the school had been disregarded by the CSO.
- The school was moved to its current location in the summer of 2010, at which time enrollment dropped from its 2009/2010 enrollment of 166 to 119 for the 2010/2011 school year.
- The diocese contributed approximately \$250,000 to renovate the St. Anthony School Building so as to help with the transition.

2010/2011:

- Enrollment: 119.
- Parent anger continued to grow, suggesting the school could expect a further drop in enrollment.
- Bishop John B. McCormack (now Bishop Emeritus) approached Trinity High School principal, Denis Mailloux, to request that he assist STJ by assuming the position of principal.
- Mr. Mailloux agreed to the bishop's request.
- Mr. Mailloux conducted two meetings with STJ parents to:
 - hear parent concerns;
 - explain that relocating STJ to its former location or to the Trinity High School site would not be an option for the foreseeable future;
 - explain, in general terms, the processes that would assure a quality experience for STJ students.
- Enrollment at the time of those meetings was forecast to be 63 for the 2011/2012 school year.

2011/2012:

- Enrollment: 89 with a budget based on 80 students.

2012/2013:

- Enrollment: 96.
- Considerations regarding a possible move included:
 - parents' apparent acceptance of the new site;
 - enrollment approaching capacity for the new site;
 - the state of the local economy;
 - state, city, and Catholic school enrollment trends.

2013/2014:

- Enrollment: 106
- Movement of the school to the THS remained a prominent STJ and Trinity High School (THS) board discussion topic.

- Economic conditions continued to prove discouraging regarding an attempt to raise funds needed to move STJ to THS.

2014/2015:

- Enrollment: 100.
- Rumors circulated among prospective parents regarding the closing of STJ due to low enrollment.
- The principal sent a letter to current STJ parents addressing the rumor. (See Supplemental Materials).
- Two plans have been submitted from THS to bring STJ onto the THS campus:
 - a separate building with classrooms and gymnasium/cafeteria for approximately \$6 M;
 - renovation of a current THS building to house classroom space for STJ for approximately \$4 M.

2015/2016:

- Enrollment: 71
- 7th grade class: 24. Increased marketing efforts may be bringing results.
- More information regarding possible improvement in enrollment will be available at the time of the NEASC visit.

Self-study committee membership, meeting schedule, and procedures

A committee consisting of the principal, assistant principal and THS campus minister (self-study co-chair) prepared this report. The principal supplied most of the narrative. The STJ faculty and self-study co-chairs reviewed the report.

List of background materials reviewed and people interviewed

- Parent survey
- Faculty survey
- Student survey
- Alumni/ae survey
- Department and major program reports
- Publications (list)
- Other (list)

Comments regarding suggested indicators

Parent/Student survey results from the spring of 2015 were very positive, indicating both directly and indirectly the overall effectiveness of the school as parents and students experience STJ and the results of the school's governance. In the areas relating *Mission, Admissions, Program, Variety of Student Experiences, Application of Discipline/Policies, Safety & Organization, and Resources*, parent/student combined responses in strong agreement (satisfaction) and agreement (satisfaction) were 89%.

Surveys will be repeated in March of 2016, the results of which will be available to the visiting committee.

Notable strengths of the school in this area

The school's greatest strength is its people and the sense of dedication that all constituencies bring to our school community. Despite parents' great disappointment with the decision to move the school, many have remained committed to sending their children to us. Despite the fact that salaries have been frozen for several years, faculty and staff continue to give generously of their talents so that our students lack for nothing. The school faces the likely prospect of completing the 2015/2016 and 2016/2017 school years with the need to draw from its savings. However, through the advocacy of our superintendent, Reverend John R. Fortin, O.S.B., Bishop Peter A. Libasci has committed to keeping the school open. Of course, our students continue to be our very greatest strength. Under their teachers' guidance, they always amaze us with their joy for learning.

Together, we have proven that commitment to the mission can be a powerful antidote to doom and gloom. We are realists who, together, make the tough decisions that provide real answers to real challenges. However, we are never content merely to be adequate; challenge only serves to draw out the best in us.

Notable weaknesses/needs

1. The school's greatest weakness appears to be one over which we have little control, namely enrollment. School-age demographics throughout much of the state indicate declining enrollments for both public and private schools. Catholic schools in Manchester have declined as can be seen in the chart provided in the introduction to this self-study. As STJ is a grade 7 & 8 school, it is relatively constrained within the Catholic school system and seldom attracts students from area public schools as area public schools employ a grades 6 – 8 middle school model.

Recommendations for school improvement and issues for further discussion

1. We will continue to maximize efforts to attract students from the Catholic schools with the promise of an exemplary Catholic grade 7 & 8 experience for our students and work to increase STJ's share of Manchester's Catholic school students. The CSO now includes an enrollment director who is assisting the diocesan Catholic schools with marketing and helping to create a mindset among our Manchester Catholic feeder schools that STJ and THS are the natural progression from the Catholic K – 6 schools. This development is encouraging.

Standard 3 (Enrollment): The admissions process assures that those students who enroll are appropriate, given the school’s mission, and are likely to benefit from their experience at the school.

Assessment of Standard	
Passing <i>(The students’ experience is supported.)</i>	Failing <i>(The students’ experience is compromised.)</i>
P1. Meets Standard: may have minor plans/recommendations or issues for reflection.	F1. Fails Standard: aware and plans remediation.
P2. Meets Standard: does have significant plans/recommendations and issues for reflection.	F2. Fails Standard: aware, but plan of remediation is uncertain.

School’s Self-Assessment P2

Brief narrative description of the school’s position with regard to this standard

STJ conducts a thorough process of admissions to help ensure that accepted students are appropriate for enrollment in light of the school’s mission and program. Our parent/student/alumnae surveys reveal that 86% of our students and 83% of our surveyed alumnae believe that our admissions process results in enrolled students who are appropriate to the mission and benefit from their experience. 95% of our surveyed parents agree that our admissions process is easy to navigate and that their children are comprehensively evaluated.

Employing a variety of print and non-print materials, STJ presents an accurate description of its mission, organization, staff, program and facilities. Procedures and admissions materials are thoroughly presented in the application packet and on the school website. The admissions policy is clearly stated in the Parent/Student Handbook. There are specific policies and procedures for the application of financial assistance outlined in the application packet. The school’s mission and the nature of its Catholic identity are clearly presented in the application packet, in a personal student/parent interview, and during the annual November Open House.

STJ has a broad and accepting view of the variety of students who are appropriate for admission to the school. Student performance and the success of our graduates are formally and informally monitored to inform the administration of the need for adjustments in admissions procedures.

Those responsible for admissions and program communicate with the faculty to assure that the strengths and needs of new students are understood and that necessary resources are provided to accommodate them.

Self-study committee membership, meeting schedule, and procedures

Members: Maureen O’Donnell – Religion and Social Studies Teacher – Committee chair
 Pauline Martineau – Religion and Social Studies Teacher, Assistant Principal
 Judy Lauze – school secretary
 Lois Dolley – parent of 8th grader (2015)

Patrick Smith – Trinity High School Dean of Students/Admissions Director –
Parent of incoming seventh grader

1. Committee chair sent copies of the standard and indicators to individuals on the committee with requests for commendations and recommendations.
2. First meeting – March 17, 7 a.m. / Present – Maureen O’Donnell, Pauline Martineau, Judy Lauze/ Mr. Smith and Mrs. Dolley unable to attend. Present members reviewed the standards and indicators together. The parent members communicated their input through e-mails and these were shared with the school members. The preliminary report was written by the committee chairperson and shared with the members through e-mails and hard copies. Request was made that they respond to make amendments if necessary to the report. No amendments were found to be necessary. Members voted that we are in compliance with the standard.

List of background materials reviewed and people interviewed

- Parent survey
- Faculty survey
- Student survey
- Alumni/ae survey
- Department and major program reports
- Publications (list) application packet, promotional print material (Parish bulletin ads, post cards, brochure), registration packet, website (stjoesjrhs.org), Facebook page, Parent/Student Handbook , Open House flier
- Other (list)

Comments regarding suggested indicators

- 3a. Through print materials (application packet, fliers, brochure, post cards, registration packet, Parent/Student Handbook, parish bulletin ads) and non-print materials (open house, shadow days, website, Facebook page, required student/parent interview), STJ presents an accurate description of its mission, organization, staff, program and facilities. The parent members of the enrollment committee suggested that a more aggressive pursuit of advertisement and improved use of website/social media would be helpful to deal with declining Catholic school populations in the elementary feeder schools.
- 3b. Our mission and Catholic identity are clearly evident in our application packet and on our website. A thorough explanation of our religion program takes place during the required parent/student interviews with the principal and at the annual open house. 97% of our surveyed parents, 92% of our students, and 87% of our surveyed alumnae believe STJ’s mission has influenced their lives. 95% of surveyed parents, 88% of our students, and 83% of our surveyed alumnae believe that our mission is followed at STJ. This is clear evidence that all parties clearly understand and connect with our mission, experiencing our Catholic identity as the cornerstone of our mission.
- 3c. St. Joseph has clearly stated procedures for the admitting students. These are presented in the application packet and on the website. Placement in courses such as math, reading and language are determined by the assistant principal using parent input, elementary reports and the Terra Nova standardized test results.

Admissions policies are as follows: (from the Parent/Student Handbook 1.1)

Any student who has successfully completed the sixth or seventh grade may apply to STJ. Interested families should contact the school office at 624-4811. Every STJ student is admitted on a probationary basis for the first marking period so as to allow the school an opportunity to assess its ability to meet the student's needs. Students whose financial accounts are in arrears with another Catholic School in the Dioceses of Manchester will not be admitted to STJ.

***Note:** STJ does not implement 504 plans or individual Education Plans (IEP's). However, the school provides guidance in study and organizational skills for students whose skills are identified by the school as requiring further development. Applicants with current IEP's and 504 plans are assessed on an individual basis.*

- 3c. STJ has developed an admissions process that reviews students relative to their performance at their current school. The process includes review of each student's academic and behavioral record. Through individual interviews with each admissions candidate and with the candidate's parents/guardians, more is learned with respect to the student's readiness for the STJ program. The interviews highlight areas of need which STJ is able or unable to meet and sometimes provides the student with a plan for improvement through the remainder of his or her 6th grade experience. Through follow-up interviews, the administration assesses the student's progress toward meeting academic or behavioral goals. This process seems to have been effective.

Shadow days allow prospective students to determine if the school is a good fit for them. Acceptance to STJ is based on specific criteria: academic performance/grades in elementary school, previous standardized testing and required admissions interview. (Parent/Student Handbook 1.2) STJ follows a nondiscrimination policy:

STJ admits students of any race, color, national and ethnic origin. It does not discriminate on the basis of race, color, creed, sex, or national origin in the administration of its educational policies, scholarship programs, athletics, or any other school-related activities. Parent/Student Handbook 1.3

- 3e. STJ clearly states its policies and procedures for financial assistance which are consistent with the school's mission. These are presented in the application packet in two letters that address the FACTS Grant and Aid Assessment (Supplemental Materials). General Tuition Payment Options and Refund policy are detailed in the Student/Parent Handbook (3.1, 3.2)
- 3f. STJ uses information concerning performance of students and graduates in evaluations of admission procedures. Student performance is evaluated through the quarterly progress reports, quarterly report cards, and Terra Nova testing. Teachers monitor student achievement through classroom observation to help determine the appropriateness of student placement.
- 3g. The withdrawal process at STJ is as follows. When parents contact the school with the desire to withdraw their student, they are asked to write a letter making this request. The letter also serves as a record-release and accompanies the student's records to his or her receiving school. A follow-up informal phone call is placed by the assistant principal to the family to inquire as to the reason for the withdrawal. Again in an informal manner, reasons gathered from the exit letter and the phone call are used to inform admission procedures and/or the program. STJ's recent history includes very few withdrawals.

3h, 3i. The administration is responsible for the admission process and is ultimately responsible for program in this small school. They communicate with the teaching staff about the specific talents/strengths/skills and needs of newly enrolled students. After the administration reviews the new students' records, the assistant principal reports pertinent medical and academic information at the faculty meetings at the beginning of school the year and encourages all faculty to read the files of the incoming students. After the initial meetings, formal and informal discussions are held throughout the year to continually help ensure that student needs are met and the necessary resources are available to them.

Notable strengths of the school in this area

1. The school's efforts with respect to admissions materials have been strong considering the limit of staff and finances.
2. The school is implementing social media connections.
3. The student/parent interview by the administration provides extensive information as to student interests, strengths and needs.
4. Parents believe that the admissions process is easy to navigate and that their students are comprehensively evaluated.
5. Group shadow days for the feeder schools and individual shadow experiences provide the possible incoming student and the school with helpful information.
6. The admissions procedures and subsequent attention to student needs has resulted in students who are happy with their STJ experience. We believe the teachers, staff and administration support them in their efforts and feel they are part of a caring, Catholic community.

Notable weaknesses/needs

1. Due to financial constraints the school is limited in what it can produce for marketing materials.
2. The withdrawal process provides limited information.

Recommendations for school improvement and issues for further discussion

1. Continue to explore how print materials, social media and the website can be used to increase enrollment, especially in light of dropping enrollments in feeder schools.
2. Develop an exit interview that may glean information for admission procedures and program improvement.

Standard 4 (Program): The school provides a comprehensive program of intellectual, aesthetic, and physical activities that is appropriate to support the school’s mission and core values, and is consistent with the needs of the range of students admitted. Program planning is informed by relevant research regarding how students learn and the knowledge and capacities they will need to lead purposeful and constructive lives.

Assessment of Standard	
Passing <i>(The students’ experience is supported.)</i>	Failing <i>(The students’ experience is compromised.)</i>
P1. Meets Standard: may have minor plans/recommendations or issues for reflection.	F1. Fails Standard: aware and plans remediation.
P2. Meets Standard: does have significant plans/recommendations and issues for reflection.	F2. Fails Standard: aware, but plan of remediation is uncertain.

School’s Self-Assessment P1

Brief narrative description of the school’s position with regard to this standard

STJ builds a solid foundation in academics for the adolescent by addressing the increased need for organization, personal responsibility and study skills. The program is designed to meet the individual needs of our students and prepare them for the challenges they will face as they enter high school. Upon graduation, our students move on to a variety of educational institutions including public, private, Catholic and boarding schools.

St. Joseph is the only Manchester-based Catholic school focused exclusively on the education of 7th and 8th grade students. Our students are encouraged to explore their interests within a structured curriculum designed to develop well-rounded individuals. Course offerings cover a wide range of disciplines, including:

- Religion
- English
- Math
- Robotics
- Band
- Reading
- Science
- World Languages
- Social Studies
- Drama
- Art
- Physical Education
- Study Skills
- Logic

Small class sizes allow teachers to concentrate on individual students. Teachers work closely with parents to help ensure that every child's needs are addressed in the most appropriate manner. Homework is also posted on the homework hotline, giving both parents and students another tool to bring about academic success at STJ. Our academic programs allow the flexibility to educate the individual and to prepare students for positions of leadership in an ever-changing global community. The majority of the teaching and administrative staff has over fifteen years of experience in the education profession. Beyond education and experience, our faculty and staff are devoted to STJ and its mission of providing the very best educational experience for all of our students.

STJ offers numerous extracurricular activities. These activities provide students with opportunities to interact with their peers in competitive and thought-provoking environments that help them grow physically, emotionally and intellectually. Through participation in these groups, students learn valuable leadership and teamwork skills that will serve them throughout their lives.

The school's sports programs boast some impressive championships. There are many sports teams at STJ, allowing students the opportunity to pursue their interests while in a caring school environment.

Sports teams include:

- Basketball
- Soccer
- Softball/Baseball
- Skiing
- Cross Country Running
- Hockey
- Track

STJ offers many clubs that meet during school hours, allowing every interested and academically eligible student access to these programs. Students are encouraged to take active roles in STJ student government. Student Council provides leadership opportunities within the student body and acclimates students to the political process.

Students have an integral role in determining the content of clubs. STJ's clubs and sports represent a wide spectrum of interests. The teachers, staff, administration and extended school family including clergy and coaches offer the most comprehensive educational experience for all of our students.

Present and Past Clubs and Organizations:

- Community Service
- Skiing/Snowboarding
- Yearbook
- Art Club
- Student Council

Self-study committee membership, meeting schedule, and procedures

Dylan O'Sullivan – St. Joe's student, class of 2015

Eric Favreau – St. Joe's student, class of 2015

Mr. Bob O'Sullivan – parent of current 8th grade student

Mr. Peter Favreau – parent of current 8th grade student
co-chair Mrs. Maureen O’Donnell – faculty
co-chair Mrs. Tina Goyetch -- faculty
Mrs. Pauline Martineau – faculty & administration
Ms. Terry Cuff – faculty
Mr. Tom Ford – faculty
Mr. Jeff Jenkins – faculty
Mr. Dan Kocsis – faculty
Mr. Charlie Powell – faculty
Mrs. Sharon Hinds – faculty
Mrs. Sydney Markley – faculty

A steering committee meeting was held March 10, 2015, to explain expectations and deadlines. Our first program meeting was on March 18, 2015 to discuss the suggested indicators and to explain the ways in which to submit committee member’s comments. This meeting included faculty, students and parents on the committee. Subsequent meetings were held with program committee members on April 15, April 23, and May 7, May 11, and May 18 with a final email communication on May 20, 2015.

List of background materials reviewed and people interviewed

- Parent survey
- Faculty survey
- Student survey
- Alumni/ae survey
- Department and major program reports
- Publications (curriculum maps, open house brochure, www.stjoesjrhs.org , Facebook page, faculty bulletin boards)
- Other (list)

Comments regarding suggested indicators

(*Indicator Checklists* with comments should be included in the supplementary materials)

- 4a. In faculty meetings, professional development time is often used for faculty to research, study, and discuss issues relating to teaching, student skills, and learning. We’ve had four workshops at the beginning of September to learn the new MMS grade program and procedures for updating teacher Google bulletin boards. The principal emails the faculty to inform us of all staff development opportunities researched and presented by the diocese. School goals are set at the start of each school year, and faculty meeting time is devoted to the discussion of progress towards these goals.
- 4b. STJ’s program demonstrates consideration for the appropriate intellectual, social, physical, aesthetic, emotional and ethical development of students in all aspects of school and student life. Our curriculum, sports and extra-curricular activities illustrate the many ways in which we work to teach the “whole” child. Students are challenged academically and are expected to behave in an acceptable manner. Despite the small number of students, there are many opportunities for students to grow ethically and emotionally. Survey results say 90% of parents, 87% of students and 83% of alumni agree or strongly agree.

- 4c. Religion classes are incorporated into the academic program in accordance with the religion curriculum and/or guidelines of the diocese. STJ offers *The Story of Jesus* in 7th grade and *History of the Church* in 8th grade using diocesan approved textbooks. Religion is a full 43-minute daily course for all students. *Circles of Care* is included in the religion program. Religion classes are challenging and consistent with the teachings of the Church.
- 4d. Catholic teachings and values are incorporated into all academic disciplines and are integrated into all aspects of school life and activity. In addition to their religion classes, our students experience their faith through liturgies on Holy Days, Veteran's Day, Thanksgiving, Christmas, and weekly during Advent and Lent. We recite the rosary through October and May, and celebrate the Feast of Saint Joseph. Our students are engaged in weekly study of Sunday readings and study of the saints. Our program includes the study of monasticism and a study of the symbols of our faith and of Vatican II documents. Gold crosses to be worn on their dress blue blazers are given to those students who are caught "living the Christian way" or doing something good for others. We also pray daily – morning, noon and at the end of the day. The school also provides for students and faculty to serve the community, such as helping at the soup kitchen and through charitable fundraisers.
- 4e. Students are provided regular opportunities to experience and appreciate expressions of Catholic faith in culture and arts. This is demonstrated by the study of justice/injustice and special study of Hispanic, African-American, European, African, Asian and Oceanic cultures in social studies class. Current event discussions focus on morality and justice. In art class, students create "stained-glass" windows and have created a mosaic of the Pope. Students are exposed to movies/video presentations involving the Catholic faith and its place among different cultures. Students attend plays that involve positive moral messages. *Godspell* and *Joseph and the Amazing Technicolor Dreamcoat* are a couple of examples.
- 4f. The curriculum demonstrates progression from year to year. Placement in reading is dependent upon the student's language arts grades prior to admission to STJ. Science and Math are taught by the same teacher for both 7th and 8th and are progressive in subject and skill. 7th grade English skills such as grammar, poetry and literature prepare the students for the writing, research and presentations of 8th grade. In grade seven, *The Story of Jesus* is studied along with a review of the teachings and practices of the Catholic Church. This review continues in grade 8 with an examination of the history of the Church. Most classes are small. Advanced-level classes are offered in math. Electives such as robotics, band, drama, reading, Spanish, French, art and physical education are available.
- 4g. The school has a policy for regularly reviewing the academic program and has completed a recent, written curriculum plan outlining desirable and/or necessary improvements. Curriculum is regularly discussed at faculty meetings, and curriculum maps have been reviewed and revised in 2015.
- 4h. The faculty works closely together to provide the students with the necessary foundation for the next grade. STJ has a small student population which makes it easier for teachers among grades to facilitate student transitions. Seventh-grade-homeroom teachers spend a great deal of time assisting incoming seventh graders through their adjustments to junior high. Faculty members review student placement throughout the year and at the end of seventh grade to adjust for appropriate

classes, especially in math, world languages and reading. The size of the school and faculty allow for much discussion that is frequent and informal.

- 4i. The program offers a variety of cultural experiences to reflect (a) the diversity of students enrolled and (b) the multicultural nature of the region, country, and world. In World Geography, such projects include Hispanic Heritage, African American, European, Asian, African, and Oceanian. Parent surveys supported the offerings of St. Joe's with a positive rating of 88%, students 86% and alumni 77%.
- 4j. The school recognizes developmental levels of children and takes them into consideration in planning the program and teaching methodologies. STJ does very well with the available resources to offer programs appropriate to the development of its students. Advanced math classes are available and care is taken to place students in appropriate classes. STJ continues to explore opportunities to increase the use of advancing technologies in all present classes and to increase classes offered.

Notable strengths of the school in this area

1. A variety of opportunities are presented to students.
2. Success of alumni indicates adequacy of our program through anecdotal information and data from THS.
3. Study skills classes help all students, especially those who are struggling.
4. Catholic values are reflected in the curriculum, family-like atmosphere, confident students and, hopefully, in the lack of serious discipline issues.
5. With its small number of students and limited resources, STJ does an excellent job with its curriculum. Class sizes are small. Students are challenged and allowed to progress properly from year to year in most subjects. Advanced-level math classes are available, and there is opportunity to make choices in electives.

Notable weaknesses/needs

1. More scheduled opportunities for faculty to discuss and share information concerning individual students would improve our ability to serve our students.
2. Increased financial support for staff professional development would provide much-needed opportunities for professional growth.

Recommendations for school improvement and issues for further discussion

1. Schedule a regular formal forum for discussion of students and their needs
2. Provide a yearly budget for individual staff development opportunities for outside pursuit.

Standard 5 (Experience of the Students): The school actively considers individual students and has developed plans, policies, programs, and pedagogy to nurture, support, and encourage all students to reach their potential and to participate in the life of the school.

Assessment of Standard	
Passing <i>(The students' experience is supported.)</i>	Failing <i>(The students' experience is compromised.)</i>
P1. Meets Standard: may have minor plans/recommendations or issues for reflection.	F1. Fails Standard: aware and plans remediation.
P2. Meets Standard: does have significant plans/recommendations and issues for reflection.	F2. Fails Standard: aware, but plan of remediation is uncertain.

School's Self-Assessment P1

Brief narrative description of the school's position with regard to this standard

From the perspective of a current STJ student:

“These two years have been, so far, the best two years of school I have experienced. I believe that, overall, St. Joe's provides students with a wonderful experience of learning, making friends, and getting to know the teachers. These two years' worth of information and skills I've learned have greatly prepared me for high school.”

According to the student survey, 88% of the student body agreed or strongly agreed with the statement: “St. Joe's provides a comprehensive program of intellectual, visual and physical activities that meet my needs.” and 83% of the alumni agreed or strongly agreed that “St. Joe's provided a comprehensive program of intellectual, visual and physical activities that met my needs.” When asked if St. Joe's was a great place to go to school, 82% of the alumni agreed or strongly agreed.

STJ makes an effort to recognize the diversity of its population. Students believe that the variety of experiences in and out of the classroom demonstrates a celebration of our differences. Activities such as classroom discussions, art projects, religion projects, field trips (Palace Theater, MFA, St. Anselm Dana Center, Washington D.C.) help students see the wonder of diversity. The surveys showed that the students (86%) and alumni(76%) agree or strongly agree.

Being a small school, teachers are often engaged in informal discussions about the students, who is successful, who might need help. The staff does not have scheduled time to discuss students, but discussions about the students are often the topic of conversation during faculty meetings. Inclusion of student needs as a regular faculty meeting agenda item will help us meet this goal.

Students are engaged in the Catholic life of the school. The start of the day, lunch and the end of the day consists of student-led prayers. Every student takes religion where prayer is central to each class. Students participate frequently in the sacraments. Every year begins with a special Mass at St. Joseph Cathedral Chapel and ends with a Graduation Mass at the Cathedral. Our chaplain, Monsignor Anthony Frontiero, the rector of the Cathedral, visits the school nearly every week and hears

confessions twice a year, Advent and Lent, for students, faculty and staff. Monsignor also attends most prayer services as well as teaching special classes in religion curriculum, for example, the Mass.

Student Council has a Religious Activities Student Committee that is responsible for organizing prayer services, masses and service activities. Our students have an ongoing commitment at the New Horizons Soup Kitchen, serving meals to seniors in the community.

The students participate in a retreat at the beginning of each school year, led by the Trinity High School Theology Department.

Students are assessed academically throughout the year through a variety of methods. The students take annual Terra Nova tests. Each teacher studies the wealth of data from these tests individually and by the faculty as a whole. From the data, goals are set by each teacher and the school to improve the program and help each student. Teachers review their subjects each year to be sure it meets students' needs. We would note that Terra Nova results indicate the program has attained significantly higher results in the last several years and that our students now achieve at an average of 6% over expectations for their age.

The present population agreed or strongly agreed (84%) that “St. Joe's actively takes into consideration my individual needs, learning style and characteristics.”

There is no certified special education teacher on the faculty. The administration assesses STJ's ability to meet the student's needs and works with the faculty to do so when possible. The faculty is made aware of all behavioral plans on file as well as any recommendations made by the sending school. Should a student's needs exceed STJ's ability to provide the student with an effective education, the family is informed of such.

All students are interviewed prior to being accepted. Each must bring her or his 5th grade and 6th grade report cards and a copy of the latest standardized test scores for review with the principal and assistant principal. If the principal feels STJ is not appropriate for the student, the concerns are discussed at that time. If, after some time spent in the school, STJ is found to be inappropriate for a student, the parents are asked to meet with the principal and assistant principal to discuss the issues. After a review of each student's academic and behavioral record and with the information derived from the meeting with the parents, the principal makes the final decision as to continued enrollment.

STJ has no guidance counselor or nurse. The faculty and the administrative assistant fill those roles. When asked, 80% of the alumni and 92% of the current students agreed or strongly agreed “There are teachers at STJ to whom I can turn for advice both in academic and personal issues.” The students do consult the teachers about high school courses. Teachers make recommendations. In the case of the city's public high schools, the teachers must approve/disapprove a student's choice of high school courses. Course selections are made with a discussion between the student and the teacher and if necessary, with the parent. If the student is going to Trinity, the guidance department often contacts the STJ teachers for opinions/ideas to be sure the STJ student will be successful at the next level. When asked, 82% of the alumni believed that “I was well prepared for success in my next endeavor.”

Using the standardized tests and classroom assessments, the faculty reviews results and examines their program. As part of the 8th grade study skills course, students are asked at the end of each marking period to evaluate progress toward their goals including methods that have been successful or not and what the teacher might better assist them with. These student experiences should be discussed at

faculty meetings. At the end of the year, students in the 8th grade English class are asked to review their progress and make recommendations for improvement. 85% of the students felt “the faculty were great at helping me reach my goals.” This is a practice that we now plan to expand upon.

As one student put it:

“ St. Joe's isn't perfect at all, but is any school? The school has so many strengths and assets that make it such a fun environment. Even though you only attend St. Joe's for two years, it'll go by so fast and you'll wish you were there longer. St. Joe's has made me a better student and a better person as a Catholic. The school has helped me grow spiritually and mentally. I will always look back on by time at St. Joe's not as a boring two years of school, but of two key years in my life that made memories that'll last forever. So, when you walk out the door of St. Joe's, you're ready to move on to high school.”

93% of the current students and 81% of alumni agree or strongly agree with the statement “St. Joe's was a great place to go to school.”

Self-study committee membership, meeting schedule, and procedures

Sydney Markley, Math teacher, chairperson
Tom Ford, Art teacher
Daniel Kocsis, English and P.E. Teacher
Lisa Zolkos, parent
Denise Brewitt, parent
Olivia Rossetti, current student
Domenic DiZillo, Student Council President
Samantha Dunn, current student
Lauren Dachowski, current student
Calie Bourque, alumna
Casey Lemay, alumna
Matt Millos, alumna
Molly Schwamb, alumna

The committee met on March 13 at St. Joe's with the current faculty members, Lisa Zolkos and current St. Joe's students. The follow up meetings and correspondence was done through Dropbox.

List of background materials reviewed and people interviewed

- Parent survey
- Faculty survey
- Student survey
- Alumni/ae survey
- Department and major program reports
- Publications (list)
- Other (list)--Narratives from alumni and current students.

Notable strengths of the school in this area

1. The small school environment enables students to get involved. Students are encouraged to become part of Student Council as elected representatives or volunteers. Also, all students can be part of a sports team if they choose to.
2. The school environment allows students to live their Catholic identity. Daily prayers, service projects and the Sacraments are an integral part of the STJ experience.
3. The many “fun” activities and field trips make school more interesting and exciting. Special days such as dress down, crazy hat, ugly sweater, Halloween, adds to the fun. Field trips to the theater, the Museum of Fine Arts, the Freedom Trail, and Washington D.C. make learning come alive.

Notable weaknesses/needs

1. St. Joe's would benefit from a professional Special Education teacher.
2. St. Joe's would benefit from a guidance counselor.
3. Due to shared space, there is occasionally limited space for storage and restrictions for our programs.
4. Expand on the practice of obtaining student feedback relative to the effectiveness of the study skills program.

Recommendations for school improvement and issues for further discussion

1. Look into possible areas that can be used for storage.
2. Look into better communication with St. Anthony School, the school that shares the building and is our landlord.

Standard 6 (Resources to Support the Program): Given the school’s mission, there are adequate resources (space, equipment, technology, materials, and community) to support the school’s program.

Assessment of Standard	
Passing <i>(The students’ experience is supported.)</i>	Failing <i>(The students’ experience is compromised.)</i>
P1. Meets Standard: may have minor plans/recommendations or issues for reflection.	F1. Fails Standard: aware and plans remediation.
P2. Meets Standard: does have significant plans/recommendations and issues for reflection.	F2. Fails Standard: aware, but plan of remediation is uncertain.

School’s Self-Assessment P2

Brief narrative description of the school’s position with regard to this standard

Responses relative to the indicators will provide much of the information on the school’s resources. The broader perspective on resources may be obtained in the introduction to the self-study. These perspectives include the effect of the school’s relocation to its current site.

When asked if STJ is a safe, clean, well-organized place, parents strongly agreed or agree (95%), students (87%) and alumni (84%). When asked if STJ has sufficient resources, parents strongly agreed or agreed (85%), students (80%), and alumni (75%). When responses relative to resources are compared to those focused on the quality of the experience and program at STJ, we are proud to be delivering the level of mission-bound Catholic education to our students despite limited means.

Self-study committee membership, meeting schedule, and procedures

Ron Losier, THS Guidance Counselor
 Steve Duffley, STJ & THS Alum, STJ & THS parent, STJ Board Member

List of background materials reviewed and people interviewed

- Parent survey
- Faculty survey
- Student survey
- Alumni/ae survey
- Department and major program reports
- Publications (list)
- Other (list)

Comments regarding suggested indicators

6a. Instructional facilities (including space, furnishings and play/recreation areas are adequate for the instructional program and age appropriate.

STJ occupies the top floor of St. Anthony School. STJ shares the gymnasium, cafeteria facilities and playground area with St. Anthony School but maintains separate instructional areas. STJ has eight classrooms as instructional rooms for English, mathematics, social studies, science, foreign language and religion. Classroom space is 22'0" by 31'0". Classrooms are equipped with bookshelves and erasable surface area for instruction. The average class size is 15 – 17 students. Art is taught in a designated art area 19'0" by 26'0". Art classes are approximately 10 – 12 students. The library area is 22'0" by 31'0" and houses a variety of reading materials. While there is no formal instructional library program, the area is utilized by students at various times as a reading area and for group work. There is a dedicated music instructional area 22'0" by 31'0". The music program has approximately 8-9 students at any one time. The student body of 71 students utilizes the playground area that is approximately 13, 456 square feet. The area is paved and there is no playground equipment. The science classroom is one of the eight 22'0" x 31'0" classrooms with no science stations. Students use the gymnasium for physical education and assembly events. The area is 56'8" by 84'0".

6b. There are instructional materials and equipment in sufficient quantity, quality and variety to give effective support to the aims and method of the program.

There is an adequate number of textbooks for each student and older textbooks are typically updated with current information from Internet resources. The math program has recently updated their math books to a new version and students are currently working in consumable workbooks. The religion curriculum uses a combination of new and older texts. The texts in the geography program are approximately 6-7 years old and given the current changes, often do not reflect the most updated information. The Internet is used as a resource to update this information. The seventh and eighth grade English programs uses a combination of basic grammar books, teacher handouts, and novels either purchased in hard copy or on line. Students are required to present written work in the MLA format. The study of different genres is the focus of the seventh grade program and the eighth grade program encourages students to increase the amount they read. Students select novels of interest that are approved by the teacher. The reading program continues to foster the emphasis on creating good readers established in the seventh and eighth grade reading programs by using novels in class. Drama provides students with an opportunity to experience the creative arts. Although no specific text is used, there are teacher provided materials, YouTube videos, scripts, films, live performances and instruction that includes the following: using the body and voice expressively; developing character through movement and voice; sensory awareness; team cooperation; adopting the personality of the character comparing and contrasting art forms; studying the elements of drama; live theater performances. The program culminates in the selection of a play, research on the selection, producing, directing and performing the play. The use of technology in learning is woven into instruction across the curriculum. There are fifteen laptop computers available to all students equipped with a traditional word processing capacity and a CAD program. The school also utilizes fifteen iPads that are shared between the seventh and eighth grades when instruction will be enhanced by their use. All students take part in the physical education program to varying degrees and depending upon their schedule. With the exception of those taking drama and band, all students participate in the physical education program. Overall fitness is emphasized. Resources materials are *Runner's World* and other fitness magazines. Equipment includes, whiffle balls and bats, soccer balls and footballs. An exercise program focuses on core strengthening, the proper use of muscle groups, and posture. Seventy-four percent of the

students surveyed felt the school has sufficient resources to meet their needs, and eighty-five percent of parents felt that the school has sufficient resources to meet the needs of their students.

6c. The school library has a plan which is integrated with the curriculum and which provides students with age appropriate experiences in research and reading and supports the broad purpose of educational programs.

There is a designated area for the library and it does contain a significant number of titles. The books are old, and there is no current plan for adding new titles. Best use of the library / library area is undetermined at this time. The library is used primarily as a place for pleasure reading. Research is conducted through on-line resources with a very limited number of requirements for book or magazine references. There is no formal library plan in place.

6d. The school has an academic technology plan developed by teachers and academic leaders, covering the integration of technology into the various components of the program and providing for the professional development of teachers in the implementation of the plan.

The school does have an academic technology plan that includes the integration of Google Apps for Education (GAFE) into the everyday curriculum. Students and staff will be able to collaborate on work with apps provided by GAFE without worry about Microsoft licensing. IT support and training is available through IT personnel at Trinity High School and St. Joseph's Regional Junior High School. iPads continue to be used in the classroom, and IT personnel are available for support for hardware and software.

6e. The school has in place an acceptable use policy of which students and parents are informed, and the school provides information to students and families on the appropriate and ethical use of technology.

The school has an acceptable use policy outlined in the "Parent/Student Handbook" – Section 6.1-6.5. Parents are required to sign and return the "Parent/Student Handbook Agreement" acknowledging they have received a copy of the handbook and agree to the rules and regulations contained therein.

6f. There are procedures in place to assure that teachers have a leading role in planning the use of technology in their teaching.

Teachers are encouraged to submit their requests for new and/or replacement hardware for classroom instruction on an annual basis. In-house training led by staff members aids with the implementation of new technology. Specifically, the introduction of iPads in 2011 was followed by a summer training session led by the IT staff at Trinity High School on utilization of the hardware and accompanying applications. A discussion on new applications is a regular agenda item at faculty meetings with staff members offering lists and uses of potentially helpful applications. Teachers may request training to help meet their needs. Future training will included the utilization of Google Apps for Business/Education.

6g. Non-academic programs, if available, are consistent with the school's mission and are well equipped.

In an effort to “facilitate the development of the whole person while encouraging all individual gifts and talents” as outlined in the school’s mission statement, the following non-academic programs are open to all students: Art Club, Drama, Student Council, Yearbook, Basketball, Softball, Baseball and Track & Field. Each program is well-organized and staffed with experienced coaches and teachers. Eighty-six percent of the students surveyed agree that there is a variety of experiences that meet the needs of the students. Eighty-eight percent of the parents surveyed agreed that there are a variety of experiences available to meet the needs of their child.

6h. The schedule is planned by day and year to provide for the total program.

The yearly calendar and daily schedule of eight periods are published in the Parent/Student Handbook. The assistant principal sends out an electronic newsletter to parents and students outlining events for the week.

6i. The school interacts with the community in which it is located and avails itself of community resources.

Prout Park is located approximately six blocks from the school and is used whenever special outings are planned. STJ annually makes a request to the Parks Division of the City of Manchester for permission to use the park. All students attend Education Day at Fisher Cats Stadium. Students attend plays at the Palace Theatre in Manchester and Dana Center on the campus of St. Anselm College. The students annually tour the Currier Art Gallery in Manchester, NH and there is a “Tubing Day” scheduled at the local McIntyre Ski Area during Catholic Schools Week.

6j. Students are taught to view the world through the eyes of faith and to apply their faith in critical thinking and action to address social and ethical issues in accord with Catholic Social Teachings of the Church.

The school’s curriculum and environment, through our emphasis on the school’s mission, strives to lead our students to think and act on the basis of their faith. Prayers services are held on holidays and Holy Days of Obligation. In addition, students attend weekly mass during Advent and Lent and take part in a religious retreat with Trinity High School students and religion teachers.

A reminder of faith begins with daily prayer. This is a time when students offer prayers for others beyond their immediate circle. (i.e. the Boston Marathon runners and spectators injured in the bombings and for all others who suffered emotional damage). Students have also raised an awareness of the earthquake in Nepal through their prayers for the victims. Students commit to local service to others by volunteering at the local soup kitchen. Students fund-raise for various charities through fees for admission to dances, creating an action plan to address the needs of the less fortunate. Students write Veterans’ Day letters to veterans, thanking them for their commitment to our safety and their efforts to improve the human condition of the oppressed. The letters and photos the students receive in return explain what these soldiers are experiencing and give the students an in-depth understanding of the social and ethical issues involved in war. Students are encouraged to view this experience through the tenets of their faith. Students see the needs of other children of their own age, particularly during the Christmas season, and donate pajamas and a book to a child who may not otherwise receive a Christmas present. Movies such as “Flipped” and “Simon Birch” promote discussion and essays on what is right, ethical. Thought-provoking plays at the Dana Center at St. Anselm College encourage students to discuss these plays within a Christian context. A standard component of the curriculum is a reading and discussion of stories and gospels

contained in “Visions” magazine. Students discuss how the stories found there might affect their own lives and seek to identify how they can relate to the gospel on a personal basis.

The above examples reflect “a respect for self and others” and fosters an “environment of caring” that is a foundation of Catholic teachings and part of the school’s mission statement.

6k. The school strives to be a positive member of the community in which it exists, is sensitive to the interests of its neighbors, and takes appropriate advantage of the character of its setting.

The school undertakes several volunteer efforts that support the needs of community members and those outside the community as well. The “Veterans Project” sends hundreds of hand-written student letters to veterans, thanking them for their service. A “Hat and Mitten Drive” is an annual event to help the less fortunate with clothes that will keep them warm during their winter months. The true spirit of Thanksgiving is embodied in a “Thanksgiving Food Drive” where students collect food that is to be combined with food collected at Trinity High School, assembled into Thanksgiving baskets, and delivered to local food pantries for distribution. The “Christmas Basket Raffle” has become an annual homeroom event with each homeroom selecting a theme for their basket and bringing in donations to assemble the baskets. The baskets are raffled off at an annual penny sale with all monies going to a non-profit of the students’ choice. The choice for the 2014-2015 school year was Heifer International.

6l. The financial aid resources committed to students and families reflect the goals and mission of the school.

Every effort is made to provide a Catholic education to those students and parents who seek it. There is a formal process in place for applying for financial aid. Parents begin the process by completing the FACTS application on line. Copies of letters sent to parents with instructions and the appropriate links are included. The principal, assistant principal and business manager meet to discuss allocation of funds after reviewing all requests that have been submitted to FACTS. Financial assistance letters are sent to all applicants.

Notable strengths of the school in this area

1. The school’s greatest strengths are derived from the extremely mission-bound members of our school community, especially the faculty.

Notable weaknesses/needs

1. The school has limited financial resources.

Standard 9 (Faculty): There is a sufficient number of appropriately qualified faculty to carry out the mission of the school and the school follows a comprehensive and defined program of professional development that supports continued enhancement of teachers’ skills.

Assessment of Standard	
Passing <i>(The students’ experience is supported.)</i>	Failing <i>(The students’ experience is compromised.)</i>
P1. Meets Standard: may have minor plans/recommendations or issues for reflection.	F1. Fails Standard: aware and plans remediation.
P2. Meets Standard: does have significant plans/recommendations and issues for reflection.	F2. Fails Standard: aware, but plan of remediation is uncertain.

School’s Self-Assessment P1

Brief narrative description of the school’s position with regard to this standard

STJ employs nine faculty members who have taught for an average of 20 years. Two of the faculty members have taught here for nearly all of the careers. The parent, student and alumni surveys truly reveal that our faculty is very qualified and that the mission of our school is carried out. Our students benefit significantly from the knowledge of our faculty. Faculty members are certified and qualified to teach in their subject areas and are required to maintain professional certification. Faculty are expected and always encouraged to seek professional development opportunities both outside of school and in-house when available. Expectations and responsibilities are clearly outlined in the faculty handbook, which all members must read and agree to by signing a contract form. The teachers and administration treat students and each other with respect, encouraging our students through example to do the same.

To parents and students, the faculty members at STJ make a huge difference in the child’s education. The results of the surveys include how well prepared the students are for their next endeavor and to achieve their goals. Ninety-one percent of students agree or strongly agree that there are faculty to whom they can turn to for advice both in academic and personal issues. Faculty members are always available to our students before and after school as well as during the school day. Faculty is truly dedicated in making STJ a positive learning experience. They love teaching here at STJ.

Self-study committee membership, meeting schedule, and procedures

- Members: Judith Lauze – School Secretary – Committee Chair
 Lorraine Belanger – Business Manager – Committee Chair
 Jeff Jenkins – Band Director
 Terry Cuff – Study Skills and Reading Teacher
 Eric Pascoal – English Teacher
 Laura Foley – Religion Teacher

1. Committee chair sent copies of the standard and indicators to individuals on the committee with requests for commendations and recommendations.

2. First meeting was Wednesday, March 18th at 7:00 am. Judy Lauze, Lorraine Belanger, Jeff Jenkins and Terry Cuff were present. Eric Pascoal and Laura Foley responded via email. Members who were present reviewed the standards and indicators together. The preliminary report was written by the committee chairperson and shared with the members through ETHNK (Google Apps for Business/Education). A request was made that they respond to make any amendments if they chose to do so.

List of background materials reviewed and people interviewed

- Parent survey
- Faculty survey
- Student survey
- Alumni/ae survey
- Department and major program reports
- Publications (list)
- Other (list)

Comments regarding suggested indicators

- 9a. The administration interviews each candidate. During the interview, the candidate learns of our mission and expectations. The person who is the best fit and qualified is chosen for the job. He or she is then given a tour of the school. A background check is completed for each candidate including checking references and getting fingerprinted. Teachers and staff also need to complete an online training session of “Shield the Vulnerable.”
- 9b. Academic personnel have to be certified by either the State of New Hampshire or hold a *Certificate to Teach* from the Diocese of Manchester. Also, opportunities are given for professional development.
- 9c. Re-certification is needed every three years with thirty hours in a teacher's endorsement(s) area and forty-five hours in school/student related matters. Teachers are always encouraged to attend workshops, conferences, seminars and any professional development opportunities.
- 9d. Teachers strive to reach new academic achievement with all of their students through their availability to help their students to achieve their goals.
- 9e. The St. Joseph Regional Jr. High School faculty handbook outlines responsibilities, policies and expectations. Throughout the year, the administration visits classes. The purpose of the visits is for constructive supervision and/or evaluation. The teachers are regularly observed, and formal observation is discussed with the teacher.
- 9f. Most teachers agree they are treated with respect but that compensation should be different. The teachers cover for one another throughout the year and are not compensated for doing so. Some teachers have a master's degree and get paid less than a teacher with a BA. This may be working against the mission of our school and the morale of the teachers. Should something be established, as a Catholic educational institution, to reward those among us who have furthered their own education so as to further the education of those they teach?

The conditions of the school could be better. The furnace has issues. The building seems to be extremely hot or extremely cold. The building is sufficiently cold at times so as to force students to wear their jackets in the classrooms. Building cleanliness is often less than it should be.

- 9g. The school does provide opportunity for professional growth through seminars, workshops, etc. The faculty must pay for professional development opportunities that are not free. However, the school has begun to provide opportunities for professional development by having faculty meetings where teachers share their course work, methods, and ideas.
- 9h. Religion teachers receive more than adequate training and preparation. They attend Diocesan workshops, NCEA conferences, and are registered with the Sophia Institute. Faculty has taken courses through a six-week period on the Gospels. Students receive fundamental knowledge of the Catholic faith.
- 9j. The faculty is given opportunities to have opinions heard. They are always welcome to have a personal conversation independently with the principal when necessary. Faculty is expected to enforce school policies and maintain professionalism at all times. Expectations are clearly stated in the Code of Conduct section in the faculty handbook.
- 9k. The faculty strives to be positive role models for students, not just in the classroom, but before school, during lunch and after school as well.

9l. N/A

Notable strengths of the school in this area

- 1. The faculty is very devoted and dedicated to the students. They are extremely generous with their time before school, lunchtime and after school. Whenever the students need extra help, they are always there for them. They always go above and beyond because of their passion for the school and its students. The faculty always supports one another with great respect and commitment.

Notable weaknesses/needs

- 1. Due to restricted finances, there is no plan for hiring substitute teachers when needed. The teachers always cover for one another, but no form of compensation is ever given. The absent teacher plans a lesson which may, or may not, be taught. This depends on the substitute teachers. If they are using one of their planning periods, the material may be taught, but the teacher may lose a valuable time in his/her day. If administrators combine a class for a study within a class, the students of both groups do not get the information they need and are distracted by what the other class is doing.

Recommendations for school improvement and issues for further discussion

- 1. Renewal of the lease contract with St. Anthony School should include benchmarks for janitorial services and heating.

Standard 10 (Administration): The administration provides leadership and maintains a structure to facilitate the effective functioning of the school, including the participation of faculty in decision-making.

Assessment of Standard	
Passing <i>(The students' experience is supported.)</i>	Failing <i>(The students' experience is compromised.)</i>
P1. Meets Standard: may have minor plans/recommendations or issues for reflection.	F1. Fails Standard: aware and plans remediation.
P2. Meets Standard: does have significant plans/recommendations and issues for reflection.	F2. Fails Standard: aware, but plan of remediation is uncertain.

School's Self-Assessment P2

Brief narrative description of the school's position with regard to this standard

The administration of St. Joseph Regional Catholic School, under the leadership of principal, Denis Mailloux, is effective in carrying out the program of the school and the policies of the school as set up by the superintendent of schools and the school board. The mission of the school is always foremost in the minds of those responsible for the operation of the school. The principal, working with the assistant principal, Pauline Martineau, and the faculty, has had to adjust a number of school programs and practices due to declining enrollment, facility challenges and greater outside school choice competition.

According to 10 of the 11 faculty and staff surveyed, the administration involves the faculty in the decision-making process of the school. One hundred percent of the faculty and staff felt that they were treated with respect, given opportunities for professional development, policies were administered fairly and the school mission was reflected well in the school's policies and practices. The administration is quite visible in school and at school events. Faculty and students feel supported by their efforts.

The principal at the junior high is also principal of a 400-student local high school (Trinity High School, Manchester, NH). Some faculty and students did mention that they would like to see him in the building even more than they already do. The principal splits his days between the two buildings but usually spends at least two hours per day at St. Joe's. He is a frequent visitor to all classes when he is in the building. The assistant principal served as principal for two years at St. Joe's prior to the current administrative set-up. Faculty members feel that she is a capable leader when the principal is out of the building. Four of seven faculty members mentioned during interviews that the day-to-day communication could be better organized as sometimes last minute changes happened (i.e., different bell schedules) too frequently.

Over 90 percent of the students felt that they could turn to the faculty and administration for advice in academic and personal issues. Over three quarters of the students felt that discipline and other policies

are applied fairly and reflect the core values at St. Joe's. Ninety-five percent of parents agreed with this statement while over 80 percent of alums interviewed agreed.

Students (89 percent), parents (95 percent) and alumni (84 percent) felt that St. Joe's is a clean, well-organized place that nurtures learning and mutual respect among members of the community.

Self-study committee membership, meeting schedule, and procedures

Members: Patrick Smith – Trinity Dean of Students – Co-chair
Steve Gadecki – Trinity Asst. Principal – Co-Chair
Lorraine Belanger, business manager
Terry Cuff, faculty member
Tom Ford, faculty member
Tina Goyetch, faculty member
Sharon Hinds, faculty member
Jeff Jenkins, faculty member
Dan Kocsis, faculty member
Judy Lauze, school secretary
Sydney Markley, faculty member
Maureen O'Donnell, faculty member
Charlie Powell, faculty member

1. Committee co-chairs sent copies of the administrative survey (number the attachment, where to find it) out to all faculty and staff (11 members). All those asked to complete the survey did so.
2. Committee co-chairs received information from the parent, student and alumni surveys that were administered (2014-15 school year).
3. Committee co-chairs correlated the results from all surveys (number the attachment, where to find it)
4. Committee co-chairs interviewed 11 faculty and staff members and asked for their opinions about the administration using the indicators from Standard 10.

List of background materials reviewed and people interviewed

Parent survey
 Faculty/staff survey
 Student survey
 Alumnae survey
 Department and major program reports
 Publications (list)
 Other (list)
Faculty/staff interviews

Comments regarding suggested indicators

10a. St. Joe's is a well-organized school according to feedback from parents, students, faculty and alumni. The administration is clear in its expectations of all involved with the school. The

superintendent, associate superintendent and school board have opportunities to review the school's program and its delivery by the administration. The administration, through regularly scheduled meetings with the faculty and students, share the direction of the program and its areas of strengths and weaknesses. The administration encourages continued success in areas that are well done. They also identify areas in need of improvement and set goals as to how to accomplish those areas on a year-to-year basis.

- 10b. The principal and the assistant principal have over 70 years combined experience in education. They have both been effective teachers and carry that experience into being effective administrators. They seek professional development opportunities to continue to find ways of bringing positive, effective and appropriate changes to the school's program. They have a good working relationship.
- 10c. With enrollment trending down, the administration has taken a strong and in-depth look at all educational programs with an emphasis on curriculum. Through faculty interviews, teacher feedback indicates that the teachers feel the administrators do a very good job with available resources. One teacher commented "We don't need a big elaborate plan. They (the administration) look at what a school should include and they consider what they can do and what we can provide." Faculty members felt that the current system works well for them. Some faculty did ask for some more directed feedback from their observations. The principal conducts a formal observation and numerous shorter classroom visits. Some of the veteran teachers felt that some of the newer teachers would benefit from a more developed feedback system either through a mentoring program or a more involved observation process.
- 10d. The majority of faculty members feel that they have a lot of input in the overall program of the school. Some feel that they would like to be consulted on some of the smaller decisions that are made that affect their class teaching time or attendance in their class (i.e. a field trip for student leaders that takes them out of certain classes for the day). One teacher said "I think for the most part – the things that we should have input in we do. I don't want to be another administrator. Curriculum and program we should have input and we do."
- 10e. Diocesan formation days are attended by all employees including administrators to reinforce each school's mission, purpose and focus. The administration attends monthly Diocesan principal workshops as well as a number of NCEA meetings throughout the year. The principal also sits on the NEASC board and attends these workshops during the year.
- 10f. The principal evaluates the assistant principal and all other employees in the school. The principal is evaluated through a Diocesan review procedure initiated through the superintendent of schools for the Diocese of Manchester – currently Fr. John Fortin. There are a number of informal reviews done by the superintendent and the asst. superintendent at St. Joseph's as well as a more formal yearly meeting and review in the superintendent's office.

Notable strengths of the school in this area

1. Administrative experience/teaching experience
2. Finance/budget
3. Curriculum development
4. Conflict resolution

5. Marketing
6. School vision
7. Approachability

Notable weaknesses/needs

1. The lack of a fulltime principal is a concern if the school is to increase its marketing abilities while maintaining/strengthening the school.

Aspects warranting attention

1. Last minute changes to day to day operations

Standard 11 (Evaluation and Assessment): The school engages in forms of programmatic assessment consistent with fulfilling its mission and core values. This data is used to inform decision-making and planning.

Assessment of Standard	
Passing <i>(The students' experience is supported.)</i>	Failing <i>(The students' experience is compromised.)</i>
P1. Meets Standard: may have minor plans/recommendations or issues for reflection.	F1. Fails Standard: aware and plans remediation.
P2. Meets Standard: does have significant plans/recommendations and issues for reflection.	F2. Fails Standard: aware, but plan of remediation is uncertain.

School's Self-Assessment P2

Brief narrative description of the school's position with regard to this standard

Prior to considering the effectiveness of evaluation and assessment at St. Joseph Regional Junior High School, it is necessary to be mindful of the school's stated mission, namely that: St. Joseph Regional Junior High School provides a Catholic education with C.A.R.E.—Catholic Identity, Academic Excellence, Respect for self and others in an Environment of caring. To that point, we feel it necessary to understand what it is exactly that we are, in fact, assessing when our committee approaches a standard related to evaluation and assessment, namely, that we are focusing on student assessment, faculty and staff (including our administrators) assessment, and the assessment of the success of the delivery of our program (including the school's stated mission).

To be clear, each of the four areas of purpose articulated in the school's mission statement (in other words, delivery of the school's stated program) as well as an additional area related more to the deliverers of the previously mentioned four areas, that is, evaluation of faculty, staff, and administration, was considered in our committee's discussion.

Additionally, considered by the committee were the important questions: 1) Does St. Joseph Regional Junior High School use appropriate tools to evaluate the impact of its program on its students? and 2) Once those tools are employed in the processes of assessment--and the results are in--what does our school do with those results that impacts and drives reflection and revision of the program and the delivery of that program?

It is the Evaluation and Assessment Committee's conclusion that St. Joseph Regional Junior High School does engage, systemically and successfully, in forms of programmatic assessment consistent with fulfilling its mission and core values. Moreover, this data is used to inform decision-making and planning. However, the committee believes that there are significant areas for reflection, most notably in the area of the institution of formal methods to use assessment results both to validate the current program and its delivery and to drive change.

Self-study committee membership, meeting schedule, and procedures

Membership: Charles Powell (Faculty, Chair), Pauline Martineau (Faculty), Sharon Hinds (Faculty), Rosemary Caron (Parent), Aidan Clougherty (Student), Karen Courter (Trinity High School Faculty)

The committee's schedule was as follows: March 19, 2015, an introductory meeting was called to outline our committee's purpose and the procedures for our work. Subsequently, we employed Google Apps for Business/Education under the school's ETHNK domain to respond in writing --through comments and questions--to the indicators. All documents related to indicators and to the final report were provided online and shared with all members. Each member's comments were visible to the other members so that, in essence, we did the bulk of our work through virtual meeting and collaboration. After a draft report was prepared and shared with the membership, a final meeting was held May 5, 2015, for the following purpose(s): to discuss the draft report, to revise the draft report, and to agree on a final report.

List of background materials reviewed and people interviewed

- Parent survey
- Faculty survey
- Student survey
- Alumni/ae survey
- Department and major program reports
- Publications (list)
- School calendar
- School website
- Terra Nova results
- Teacher evaluation form
- Other (list)
- Collaborative Notes from ETHNK Meetings

Comments regarding suggested indicators

As for student assessment, teachers offer the usual range of assessments: 1) Low-stakes Assessments (i.e. assessment activities that have low point values that happen early and often in the unit, course, quarter, semester), such as, formative assessments that monitor student learning during the learning process. The feedback gathered is used to identify areas where students are struggling so that instructors can adjust their teaching and students can adjust their studying. 2.) Informal Assessments, such as, checks for understanding (pausing every few minutes—orally or in writing-- to see whether students are following along with the lesson to identify gaps in comprehension); or "wrapping" activities, using a set of reflective questions, to help students develop skills to monitor their own learning and adapt as necessary. 3.) Formal Assessments, such as, in-class activities (e.g., having students work in pairs or small groups to solve problems for powerful peer-to-peer learning and class discussion), quizzes to gauge students' prior knowledge and to assess progress midway through a unit, creating friendly in-class competition, reviewing before a summative or high-stakes assessment; online learning modules that allow students to solve problems or answer questions along the way; class deliverables--in-class and (if possible) outside-of-school activities designed so students (often in groups, at times individually) are required to submit a product of their work for a grade. 4.) High-stakes Assessments (Summative assessment techniques used to evaluate student learning)--These are

high-stakes assessments (i.e., they have high point values) that occur at the end of an instructional unit or course and measure the extent to which students have achieved the desired learning outcomes, such as, exams, including mid-term exams, final exams, and tests at the end of course units. These high-stakes assessments include several types of assessment items— short answer, multiple-choice, true-false, and short essay – to allow students to demonstrate fully what they know, papers, projects (varied media), and presentations which give students the chance to delve more deeply with the material to put the knowledge they’ve acquired to use or create something new from it.

All of these areas are used to assess students’ work at our school. Speaking, in part, to the success of the school’s assessment of our students’ work, in surveys completed by parents, alumni, and students it was evident that our community agrees that assessment of students is comprehensive, fair, reliable, and valid—in that greater than 88% of the respondents agreed or strongly agreed that “the methods used to assess [student] work at St. Joe’s were clear, fair, and helpful.”

Moreover, these four categories of assessment (low-stakes assessment, informal assessment, formal assessment, and high-stakes assessment) are used, in varying degrees and frequency, when evaluating (assessing) both the delivery of the school’s mission, including academic excellence and understanding of what having a Catholic identity means and the deliverers of said program. To speak to the first of these two assessment situations, the committee notes that the school annually administers the Diocesan-required standardized Terra Nova Complete Battery of Tests (including Plus Tests) and studies longitudinal evidence of success and weakness as indicated by the results of said testing program. The school also participates in Trinity High School’s placement testing program (for 8th graders). The faculty, led by our administrators, participate in staff meetings (sometimes weekly, sometimes biweekly, sometimes monthly) with formal agenda items related to evaluation of our success in implementing our school’s mission (including its Catholic identity); related to our evaluation of the school’s success regarding the encouragement of respectful interaction and discourse among students and their peers, among faculty (including administrators) and staff, among students and faculty, and among staff and parents and other St. Joseph community members; related to program focus and revision based on in-school assessment as well as external assessment (Terra Nova, Trinity Placement Test); related to the physical, emotional, and spiritual safety of students and staff; related to our assessment regimen (including exams); related to the evaluation of faculty, staff, and administration. To speak to the second assessment situation, the committee asserts that the school’s administrators implement (annually) a formal evaluation of the faculty (observation with follow-up oral and written commentary). Also, administrators are subject to an annual evaluation process by the Office of the Superintendent (Diocese of Manchester).

Ultimately, it is important to note that in a school of our size (approximately 71 students in 7th and 8th grade and 12 staff members), it is possible and wise to evaluate, to discuss and utilize assessment results to effect change in our school through a process of calculated informality which lessens the need for complex, cumbersome processes through which, possibly, little gets done to improve the school in its delivery of its mission. However, despite the school’s desire to make use of its compact size to impact through informal procedures our current students and to improve the school’s delivery of mission to its future students in a timely manner, we do use both formal and informal methods to assess students, staff, program, mission; formal and informal methods to report the results of assessment; and formal and informal methods to ensure either a staying of the school’s course--if that is reflected by our assessment program (formal and informal)--or a nurturing of the changes needed--again, as indicated by our assessment program.

Notable strengths of the school in this area

1. The school has constructed and implements a comprehensive program of internal and external assessment, of formal and informal means, to assess each of the four areas of purpose articulated in the school's mission statement (in other words, delivery of the school's stated program) as well as an additional area related more to the deliverers of the previously mentioned four areas, that is, evaluation of faculty, staff, and administration,
2. The methods used to assess student work are clear, fair, and helpful to students.
3. Assessment data is used to inform decision-making and planning.

Notable weaknesses/needs

1. More time allotted for faculty, staff, and administrators to research, to reflect upon, to discuss more formal, more innovative, and more creative methods by which to track student and school progress toward achieving the school's stated mission--to effect both acute and long-term change.

Aspects warranting attention

1. Formal collection of planning and development information.
2. Formal opportunities for teachers to work together to discuss and make decisions based on the planning and development information mentioned above—see initial comment in Aspects Warranting Attention.

Recommendations for school improvement and issues for further discussion

1. Discuss a method by which the school could compare the results of the Terra Nova testing with those of other similar schools.
2. Receive feedback from Trinity High School about the level of preparedness of our students compared with students who attend Trinity from other schools. Knowing where we stand would help to guide any self-improvement plan.
3. Devise an exit survey to be given to 8th graders and another survey given annually to 9th grade alumni/ae as an additional tool to guide program decisions and improvements.

Standard 12 (Health and Safety): The school is a safe and healthy place for students and faculty.

Assessment of Standard	
Passing <i>(The students' experience is supported.)</i>	Failing <i>(The students' experience is compromised.)</i>
P1. Meets Standard: may have minor plans/recommendations or issues for reflection.	F1. Fails Standard: aware and plans remediation.
P2. Meets Standard: does have significant plans/recommendations and issues for reflection.	F2. Fails Standard: aware, but plan of remediation is uncertain.

School's Self-Assessment P2

Brief narrative description of the school's position with regard to this standard

The committee has concluded that overall the school does meet the health and safety needs of the students and staff. St. Joe's is a safe, clean and well-organized school that nurtures learning and mutual understanding and respect among students and faculty. Professional staff members show concern for both the physical and emotional well-being of the students.

Self-study committee membership, meeting schedule, and procedures

Steven Heifetz, Chairperson, Science teacher, Trinity High School
 Matthew Albuquerque, board member, St. Joe's Jr. High
 Kristen Taylor, board member, St. Joe's Jr. High

The committee met twice, once on 4/1/15 and again on 4/22/15. Our procedures consisted of reviewing relevant documents and interviewing administrators.

List of background materials reviewed and people interviewed

- Parent survey
- Faculty survey
- Student survey
- Alumni/ae survey
- Department and major program reports
- Publications (list)
- Other (list)

Interviews were conducted with the school principal, Mr. Denis Mailloux and with the assistant principal, Ms. Pauline Martineau

Comments regarding suggested indicators

(Indicator Checklists with comments should be included in the supplementary materials)

St. Joe's does have a comprehensive written Crisis Response Plan, known as the "Emergency Manual." It specifies recommended procedures to response to:

- Fire
- Chemical emergency
- Death at school
- Personal injury accident
- Hostage situation
- Bomb threat
- Lockdown or reverse evacuation
- Evacuation

All teachers are given the Emergency Manual and the plan is reviewed by the Social Studies teachers in all their classes. All teachers have an emergency bag kept by the door in each classroom. In case of an emergency evacuation of the building, the teachers take their bag which contains emergency medical supplies and the Crisis Plan for teachers to reference after they have left the building. Because St. Joe's does not own the building, safety audits are conducted by the St. Anthony staff and compliance with local, state, and federal regulations is monitored by that staff. Assurance that the plan is clearly understood by faculty, staff, students and parents as well as communicated to appropriate local authorities is an ongoing effort, and there is a need for further drills on the part of school personnel and students, particularly for lockdown emergencies. The school does not employ its own school nurse. In case of non-emergency illness, the asst. principal or the school secretary will contact parents if necessary to send the student home. In case of emergency, EMT's can be on-site quickly. A fire station is located across the street from the school. Also, the school has an AED (automatic electronic defibrillator) located right outside the gym. The school also has no guidance counselor, but the teachers and staff are sensitive to the emotional state of the students and parents will be contacted if it is deemed to be necessary. 92% of the students felt that there are teachers/administrators to whom they can turn to for advice both in academics and personal issues. Although St. Joe's does not have its own food service, the students are welcome to participate in the St. Anthony lunch program which the students seem to enjoy. All foods are cooked on the premises and meet nutritional requirements. Students are also welcome to bring their own lunch and purchase milk from the lunch program. The kitchen facilities are very clean and are inspected annually and certified by the N.H. Health Department. All on-campus activities field trips and athletic events are brought to the asst. principal for review. The asst. principal will check for any safety issues. Any injury at any school event must be documented by the teacher/coach on duty and the accident form must given to the asst. principal as soon as possible. Parents will be contacted if necessary, and a follow-up call will be made. The accident report will be sent on to the diocesan office and the diocesan insurance company if necessary. After all field trips, all permission slips are turned in to the asst. principal and kept on file for three years.

Notable strengths of the school in this area

Much thought and planning has been done in the area of health and safety. The faculty, staff and administration are oriented toward the health and safety of the students and take their responsibilities seriously. Also, surveys of students, parents and alumni agree overwhelmingly (89%-95%) that "St. Joe's is a safe, well-organized place that nurtures learning and mutual respect among students and faculty/staff."

Notable weaknesses/needs

Although the written emergency plan considers a wide range of contingencies, more training and additional drills, especially involving students, should be done, to assure that all members of the school community know exactly what to do in case of an emergency.

Aspects warranting attention

Additional communication of the emergency plan to all members of the school community, as well as practice/drilling should be considered.

Recommendations for school improvement and issues for further discussion

Attention should be given to making sure that all members of the school community, including faculty, staff, administrators, students, parents and city officials are aware of their responsibilities and procedures to be followed in case of emergencies. This will likely include practicing/drilling for various contingencies. Also, it may be advisable for staff to be trained and certified in CPR and AED training.

Standard 13 (Communication): The school maintains effective systems of external and internal communication and record keeping that inform all constituents and facilitate participation where appropriate.

Assessment of Standard	
Passing <i>(The students' experience is supported.)</i>	Failing <i>(The students' experience is compromised.)</i>
P1. Meets Standard: may have minor plans/recommendations or issues for reflection.	F1. Fails Standard: aware and plans remediation.
P2. Meets Standard: does have significant plans/recommendations and issues for reflection.	F2. Fails Standard: aware, but plan of remediation is uncertain.

School's Self-Assessment P2

Brief narrative description of the school's position with regard to this standard

The school maintains an effective system of internal and external communication and record keeping. Through various electronic means, St. Joe's disseminates information relevant to the school community. Parents and students have multiple means to keep abreast of school activities and school/classroom news. 83% of the parents surveyed agreed or strongly agreed that St. Joe's has an effective system of communicating important information.

Self-study committee membership, meeting schedule, and procedures

Daniel Kocsis, chairperson, English and PE teacher, STJ
 Tina Goyetch, Science teacher, STJ
 Sue LaPalme, parent
 Kim Schwamb, parent
 Aine LaPalme, student
 Caroline Schwamb, student

The committee met four times. However, the parents were not able to attend any of the meetings. The students met with the two faculty members on March 26. At that meeting the communication survey was passed out to the students with instructions for them concerning the indicators. The indicators were sent home for parent input. The faculty members met on April 14, 23 and 27 to compile the information and write the report.

List of background materials reviewed and people interviewed

 x Parent survey

- Faculty survey
- Student survey
- Alumni/ae survey
- Department and major program reports
- Publications (list)
- Other (list)

Comments regarding suggested indicators

The school maintains complete academic and health records for current students. These are kept in a fireproof file in the main office. The file is accessible to teachers and administrators during the day, and all files must be viewed in the office. The file is locked at the end of the day. All faculty information is kept in a fireproof file in the principal's office. Student records are sent to the high school the student will attend. The emergency cards are kept in the main office. Older records are kept at the diocesan office.

School policies may be found in the Student/Parent handbook. The handbook is reviewed every summer, and the present handbook was updated to reflect the policies found in the new Diocesan Policy Handbook. The STJ handbook can be found on the STJ website. The Social Studies teachers review the handbook every year with the students. The faculty handbook is electronically sent to the faculty who, after reading it, sign the last page return it to the office. This “contract” is then placed in the teacher's file.

Each athletic season the AD (assistant principal) prepares schedules and addresses issues the coaches may wish to discuss. The faculty and staff may always speak to any policies that may be of concern. Coaches are always welcome to speak to the AD and the principal.

The budget is prepared by the principal and the bookkeeper and is approved by the diocesan finance office. The principal makes all financial decisions, but the faculty is welcome to share any needs they might have for their program. Upon acceptance to the school, parents receive information about financial aid and the FACTS program for paying the tuition and applying for financial aid. The principal in accordance with the F.A.C.T.S. financial need assessment decides disbursement of the aid. All financial information is mailed to the parents and if parents have any questions, they are welcome to speak to the bookkeeper or directly to the principal. All tuition information can be found on the STJ website.

St. Joe's has multiple ways to keep parents, students and staff informed. St. Joe's has a website that includes news, homework line, calendar of events, sports calendar and a link to the teachers' bulletin boards and the St. Joe's Facebook page. Every Wednesday, the principal sends home an electronic newsletter (Constant Contact) that includes what's happening at school, in some classrooms, in athletics, and also upcoming events. Parents are always made aware of all programs, assemblies, liturgies and prayer services and are always welcome to attend. Students who do not have internet access at home, are given a paper copy of the letter to take home.

If a teacher, advisor or club has any daily announcements or reminders, these are written in the office during homeroom and distributed to the teachers and read in class. After each Student Council meeting day, students return to homeroom earlier at the end of the day to hear the report from their homeroom

representative. The teachers receive official minutes of each meeting the next day from the council secretary.

Student-athletes are given a written copy of game and practice schedules. Coaches are encouraged to stick to the schedule. Unfortunately, due to weather and some unforeseen circumstances, games and practice times can change. When it does, the athletes are called to the office to call home and inform parents, but this often causes some inconvenience for families. Setting up a communication system with parents for earlier notification may be something to look into.

If parents have any concerns about any school issues, they are encouraged to email the teacher first, then the assistant principal and finally the principal. All teacher email addresses are found on the St. Joe's website. The teacher policy is to answer within 24 hours. If necessary, the parents can call the school and make an appointment to meet with any or all the teachers and the administration. Parents can also communicate concerns through the agenda. Students use their agendas every day. Parents sign the agendas on Thursday, and parents are welcome to share any concerns in the book. The Study Skills teacher checks the agendas weekly and shares information with the appropriate parties.

Formal notice of student progress occurs 8 times a year. Mid-marking period, teachers send home mid-quarter progress reports and a report card at the end of each quarter. At the end of the first quarter, the school holds a parent/teacher conference night where parents are invited to speak to all their student's teachers one-on-one. Informally, teachers are encouraged to call parents anytime there are any academic/behavioral issues. Teachers are also encouraged to send a written note (STJ cards) for work well done. Parents are welcome to call or email at anytime.

Notable strengths of the school in this area

1. STJ works very hard to ensure that parents recognize that they are partners in their student's education. Beginning each year with a family "Welcome" barbeque in August to a "Back-to-School" night for parents in September to parent/teacher conferences in November St. Joe's want parents to know that they are always welcome.
2. The school uses many electronic and traditional means to keep parents, students, faculty and staff informed of all school events.

Notable weaknesses/needs

1. The sharing of athletic information needs to be more consistent. Teachers would like more opportunities for input concerning school policies.

Recommendations for school improvement and issues for further discussion

1. The AD should look into a more effective means of communicating information to parents. Maybe enlisting a team parent to help disseminate information about game location and game/practice changes. Coaches could be encouraged to obtain players' and parents' numbers and emails to send timely messages.
2. The first 15 minutes of each faculty meeting could be used as an open forum for any discussion a teacher may want to have about a school policy.

Standard 14 (Infrastructure): There are adequate resources (personnel, finances, facilities, equipment, and materials) to provide for the overall institutional needs of the school.

Assessment of Standard	
Passing <i>(The students' experience is supported.)</i>	Failing <i>(The students' experience is compromised.)</i>
P1. Meets Standard: may have minor plans/recommendations or issues for reflection.	F1. Fails Standard: aware and plans remediation.
P2. Meets Standard: does have significant plans/recommendations and issues for reflection.	F2. Fails Standard: aware, but plan of remediation is uncertain.

School's Self-Assessment P2

Brief narrative description of the school's position with regard to this standard

The school currently has the resources needed to provide a rich high school preparatory experience for its students. The 2015-2016 budget has been adversely affected by this year's drop in enrollment from 105 to 71. Due to the hard work, adaptability, and resourcefulness of the faculty, the student experience is currently as strong as it has been since the STJ was moved to its current location. The upcoming year, however, will prove to be a challenge should another very small class enter the 7th grade.

The school follows prescribed diocesan policies and procedures for budget development, purchasing procedures, quarterly finance reports, and year-end reports.

The school's current facilities function well in most respects. Classrooms are large and adequate for instructional needs. In accordance with the conditions of the move from its former location, STJ leases space from St. Anthony School/Parish. This lease includes the cost of cleaning/repair services. Cleaning is often inadequate. Heating has been inadequate. At the time of the NEASC visit, we will report on the status of cleaning and heating services for 2015 – 2016.

STJ leases space from the St. Anthony School; therefore, little facilities planning is possible. The school has a technology plan which was revised in March of 2015. The plan presents improvements that have been implemented since the 2011 – 2012 school year and projects improvements through 2016 – 2017.

As of the writing of this report, STJ has the resources (especially human resources) needed to provide its students with an exemplary education. The effects of rumor and/or dissatisfaction with the school's current location have already had a profound impact on enrollment for the 2015 – 2016 school year. The budget for 2016 – 2017 (to be submitted to the diocese by March 1) will present to the CSO contingencies for funding of the school's complete program through the school's savings should rumor of the school's closing continue to affect the school.

Self-study committee membership, meeting schedule, and procedures

The principal compiled this section of the report.

Notable strengths of the school in this area

1. The school's most notable strength is its human resources, the faculty and staff without whom STJ would cease to be and without whose exemplary efforts, the school would no longer be capable of offering the best 7th and 8th grade experience that the city of Manchester can provide.

Notable weaknesses/needs

1. The school's most notable weaknesses are (1) the overall decline in school enrollment in the state of New Hampshire and (2) declining Catholic school enrollments. Due to its 7th/8th grade configuration, STJ is confined primarily to the Catholic school population.

Recommendations for school improvement and issues for further discussion

1. Recommendation relative to infrastructure has been discussed in the introduction and reflection.

Standard 15 (The Accreditation Process): The school is fully committed to institutional improvement and to the process of accreditation. The school completed an inclusive self-study, conducted in a spirit of full disclosure and following Association guidelines; responds to Commission recommendations and the requirement to meet all standards; and participates fully in the peer review process, hosting a visiting committee and sending personnel to serve on visiting committees to other institutions.

Assessment of Standard	
Passing <i>(The students' experience is supported.)</i>	Failing <i>(The students' experience is compromised.)</i>
P1. Meets Standard: may have minor plans/recommendations or issues for reflection.	F1. Fails Standard: aware and plans remediation.
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School's Self-Assessment P1

Brief narrative description of the school's position with regard to this standard

An outline of the self-study process is included in the supplemental materials.

The principal assigned self-study co-chair positions to the assistant principal of STJ and to the THS campus minister who had co-chaired the THS self-study in 2010.

The self-study process began with the organization of committees in March of 2015. Committees included STJ faculty and staff, STJ board members, THS faculty and staff, and STJ parents and students. Student, parent, faculty, alumni surveys were completed through Survey Monkey from March 2 to March 6. All faculty and students participated in the survey. Parent participation was...

All committee chairs met for an introduction to the self-study process with the self-study chairs, STJ faculty, THS participants and the principal at the THS cafeteria on March 4. A schedule for completion of reports was distributed at that time. A copy of the committee schedule and of instructions to the committees is included in the supplemental materials. Committee oversight was entirely the purview of the self-study co-chairs. Two STJ board members were unable to complete their work as committee chairs; therefore, the co-chairs completed their reports.

In January and February, drafts were presented to the STJ faculty for review and final edit. The faculty agreed that the self-study process had been appropriate and represented the school appropriately. A final copy of the self-study was presented to the board in March.

Self-study committee membership, meeting schedule, and procedures

The faculty and co-chairs reviewed the process through which the school conducted the self-study. All seemed to concur that the process was appropriate and produced a report that accurately portrays the school.

Self-Study Part II: Reflection, Recommendations, and Issues for Further Discussion

This section asks the school to explore and determine the most significant findings and conclusions uncovered in Part I, to define and characterize them thoughtfully, to explain how they will be prioritized, and finally to explain the implementation of responses to them.

In addition, please present specific action items for any standard on which the school rates itself as F1 or F2.

The school may present its findings in a one to three page report, using any format appropriate to the school. (See *Guidelines for the Self-Study* in the *Manual for School Evaluation* for more details.)

The key elements are:

- Report of major findings and conclusions
- Prioritization of the findings with explanation
- Specific action items for any standard(s) on which the school rates itself as F1 or F2
- Overview of implementation strategies to address the conclusions, including:
 - Part II committee membership
 - Meeting schedule
 - Timeline
 - Any specific procedures

Reflection:

Some of the factors that greatly influence the future of our school are beyond our control. Declining school enrollments throughout the state, even greater declining Catholic school enrollments throughout the state, and economic factors are among these. Despite those challenges, much still remains in our control, and the STJ faculty has demonstrated their ability and motivation to make sure STJ remains second to no other junior high or middle school Catholic experience. This faculty has done so during the tumultuous process of relocating STJ to its current site and have continued to be the backbone of our school.

This self-study has surfaced many strengths which are worth noting, among them are:

1. the strong sense of mission that emanates from this able and dedicated faculty who cause the school's mission to pervade all aspects of the STJ experience;
2. the love which our families continually express for STJ continues to be the school's best means of connecting the school to prospective students;
3. Bishop Libasci's support for our school;
4. the curriculum which provides our students with an extraordinary opportunity for growth in a Catholic environment;
5. continued association with Trinity High School which provides support both in substance and perception.

The self-study has also indicated weaknesses to be addressed:

1. the school's location, including parent perception as an inner-city location, condition, and conflict with St. Anthony School;
2. parent perception that STJ does not have a home of its own;
3. parent association with St. Anthony School for those parents who did not choose to send their children to the St. Anthony K-6 program;
4. the need to allocate 1/7 of each student's tuition toward rental fees to St. Anthony School;
5. the lack of a full-time principal;
6. a very heavily scheduled faculty.

There are usually opportunities to be found even in the most dire of circumstances, and such is the case with STJ:

1. additional marketing and networking with prospective families and with feeder schools;
2. ongoing curriculum development;
3. increased association with Trinity High School;
4. development – though resources are limited;
5. greater advisory board involvement in networking/marketing;
6. greater parent involvement in networking/marketing;

The preeminent threats to STJ appear to be:

1. lingering parent resentment regarding the school's present location and Manchester "inner city" fears;
2. parent rumor that STJ is closing;
3. charter schools;
4. economic trends;
5. state/city enrollment trends;
6. Catholic school enrollment trends

Conclusion:

STJ has endured a disruption in the form of its contentious relocation which has brought a level of negativity not shared by its neighbor Catholic schools in Manchester. As this story is amply represented in this self-study, it will not be repeated here. Worthy of note is the fact that the school has not only endured but has improved through the hard work and dedication of the faculty and staff. These people love this school and love the students they serve. The program has been improved, eliminating the weak aspects which affected the school independently of relocation issues.

Exploration of a possible move to the THS site has begun through the THS board. However, many challenges remain, and the possibility of such a move is highly unlikely in the near future. What remains is for the school to continue to capitalize on the mission-bound dedication of everyone involved in this school and to capitalize on our strengths, most notably human capital.

We are, of course, committed to continued growth and look forward to the perspective of our colleagues on the visiting committee to assist us in that endeavor. As we write this reflection, it appears that the greatest opportunity for our school's future lies with the community of students and parents who know and recognize the value of the STJ experience.

There are early signs that bode well for our school. Through the leadership and vision of our superintendent and with the support of the bishop, the CSO has grown in both staff and effectiveness.

After several years without an associate superintendent, the CSO has added that position. For the first time in its history, the CSO now employs a director of enrollment to work with the schools on marketing. These new resources bring new hope to all our N. H. Catholic Schools and have already provided much-needed structure to assist our principals.

The support of Bishop Peter Libasci cannot be underestimated. Without that support, the future of STJ would be significantly limited. The regular presence of our chaplain, Monsignor Anthony Frontiero, does much to signify to our students, faculty, and staff that STJ is important to him.

The STJ board is in the process of being strengthened with the major goal of developing a parent network to provide prospective families with the truth as to the quality of the STJ experience. As false rumor of STJ's imminent closing was responsible for the school's recent decline in enrollment, it will be truth that will lead the school into a future with sound enrollment.

It is our goal to continue strengthening all aspect of the STJ experience including program, technology and facilities. Should the school remain in its current location, we will optimize every aspect of this facility. Should a move to the THS site be approved by the bishop at some point in the future, we will need to plan for a capital campaign to support that course of action.

Whatever the challenge, we know one very important truth. Our school's mission beats strongly in the hearts of everyone here. Adversity has only proven that fact over and over again.

Action Plan:

Strategic Planning – Developed with the CSO -----	September 2016 – June 2017
Enrollment/Marketing -----	Enrollment/Marketing
Facilities/Location-----	Facilities/Location
More Formal Process of Faculty and Student Evaluation -----	Spring 2016
Crisis Drills-----	Ongoing
Communications-----	Ongoing
Website -----	Spring 2016
Teacher Bulleting Boards -----	Ongoing
Social Media -----	Ongoing