

HORIZONS

in Gold and Blue

Horizons in Gold and Blue

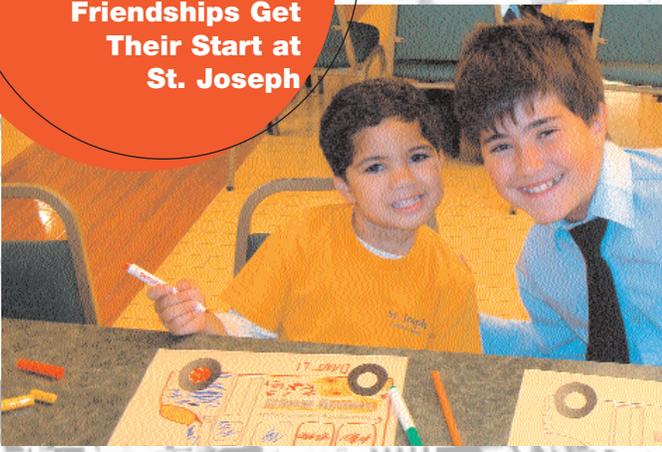
A PUBLICATION OF
St. Joseph Catholic Academy
Roman Catholic Diocese
of Brooklyn

Winter/Spring Issue 2014
Volume 4/Number 1

St. Joseph Catholic Academy

**Life-Long
Friendships Get
Their Start at
St. Joseph**

Pictured are buddy groups getting to know each other at the start of the academic year. Our buddy program pairs younger and older students who meet together at various times during the year for spiritual, academic and fun events. Buddies learn responsibility, teamwork and mutual respect.



A Message from

O u r P r i n c i p a l

W I N T E R / S P R I N G
2 0 1 4

D E A R F R I E N D S ,

I am excited to be in contact with you again as we forge a new beginning in the life of St. Joseph in its transformation from a parochial school to a Catholic academy under the governance of a board of directors. Our academy magazine, *Horizons in Gold and Blue*, is a colorful, vibrant way to share information about significant and interesting events with our current families, our loyal alums, and our friends.

In this issue, we are highlighting the following people, programs and activities:

- *Regis High School Semi-Finalists* — four of our eighth graders have progressed to the interview stage in their quest to attend this prestigious Jesuit high school
- *Monsignor McClancy Consortium* — in its second year, nine of our current high-performing eighth graders are attending high school classes in Algebra I and Earth Science
- *Embracing the Common Core with Inspiring Results* — articles designed to allay/dispel fears and myths surrounding the new standards
- *Faculty Spotlight* — After thirty-three years on the faculty, Karen Pender is still inspiring youngsters and challenging them to do their best
- *Commitment to the Creative Arts* — several articles highlighting student artists and new and emerging programs offered in the arts
- *Innovations in Learning with Technology* — the introduction of iPads and the use of digital textbooks are transforming the ways children learn.

The list above outlines just some of the interesting and entertaining articles contained in this issue.

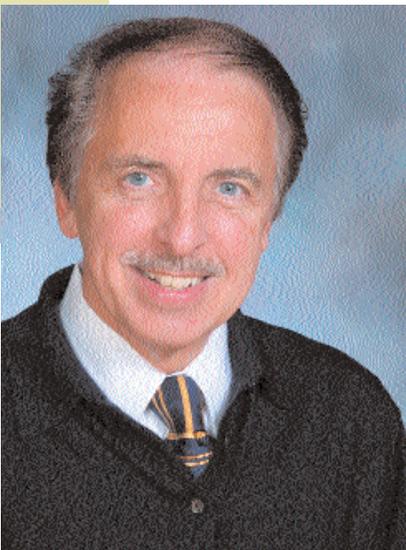
Those of us who are the current custodians of the rich traditions of St. Joseph are grateful to you — our parent and alumni communities, for your support through the years. The sacrifices you make by sharing your time and talents and through your financial contributions to our annual fund or tuition support enable us to continue to provide the students with an excellent Catholic education at approximately one-third the cost per student in the public sector.

We deeply appreciate those sacrifices that currently permit over four hundred boys and girls to receive the gift of a Catholic education at St. Joseph Catholic Academy! ▶

Sincerely,

LUKE NAWROCKI
Principal

“Those of us who are the current custodians of the rich traditions of St. Joseph are grateful to you — our parent and alumni communities, for your support through the years.”



Academic Consortium with

Monsignor McClancy High School

FOR A SECOND YEAR, St. Joseph is participating with three neighboring Catholic elementary schools in an academic consortium with Monsignor McClancy High School. Nine of our high achieving eighth graders attend high school classes in Algebra I and Earth Science in the hope of qualifying for high school credit come September. The students were selected by their teachers on the basis of class grades in science and math. All the students have averages in the high 90s in these subject areas and were deemed to be capable of handling the rigors of high school course work in addition to the regular eighth grade curriculum. ▶



Among the comments from the students participating are the following:

“Earth Science has helped me with my junior-high science class and improved my critical thinking skills.”

CONSTANCE TAIIBI

“The extra classes challenge my mind even further and never allow me to become bored. I’ve enjoyed the experience immensely.”

RYAN WING

“I particularly enjoy the hands-on experiences in Earth Science class and the ability to make new friends from other schools.”

ROSARIO TROIA

“The McClancy Program gives me a head start and being in class with eighth graders from other schools has been a great experience.”

ALEX RIEF

“The access we have to the facilities at McClancy help us with our hands-on projects at St. Joseph.”

JOHN KHAWAJA

“The program has helped me build self-confidence and gives me that extra edge now that I have a taste of what high school will be like.”

JUSTIN WING



SJCA Students

and the Arts

THREE OF OUR STUDENTS have been participating in the world of professional entertainment with great success and personal fulfillment.

Seventh grader Kayla Judge has performed with the National Children's Chorus for the past three years and has witnessed the growth of the group from thirty members to its present 400+ members representing over sixty schools in the New York metropolitan area. Participation requires training in weekly music theory and sight-reading classes in addition to actual singing classes. Though based near Lincoln Center in Manhattan, the National Children's Chorus is currently expanding to include chorus groups in Los Angeles and Washington, D.C.

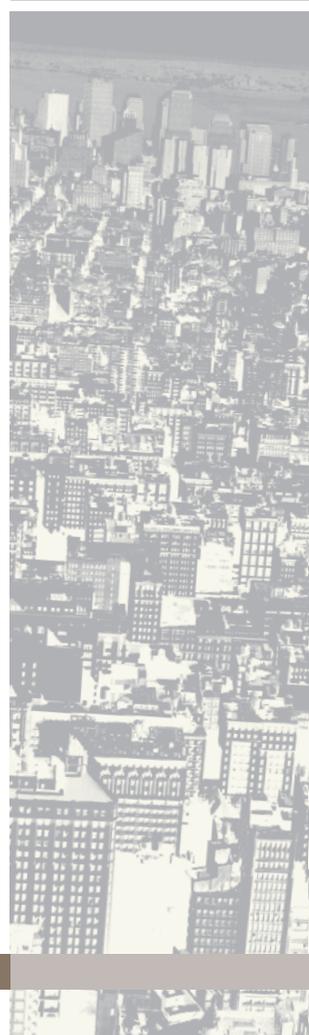
Fifth Grader Isabella Vanik has been performing as one of the party girls in George Balanchine's *Nutcracker* at Lincoln Center from November 30 through January 4. This is her second year performing with the group. Isabella began dancing at age 3 and enrolled in the School of American Ballet at 6. Dancing for Isabella has been great stress reliever, and she enjoys the calming influence of music in her life.

Fifth Grader Luca Padovan is currently performing the role of Les on Broadway in the Tony Award-winning musical, *Newsies*. He and another youngster share the role, each performing four of the eight weekly performances. Luca's introduction to the arts began at age 6 with guitar lessons. At 8, he began taking voice lessons, and last year enrolled in a local drama studio.

Though the preparation is rigorous and the schedules long and demanding, all three students thoroughly enjoy every minute of their performances and encourage all children to develop their artistic abilities. ▶



left to right:
Luca Padovan,
Isabella Vanik,
and Kayla Judge



Teaching Four-Year-Olds

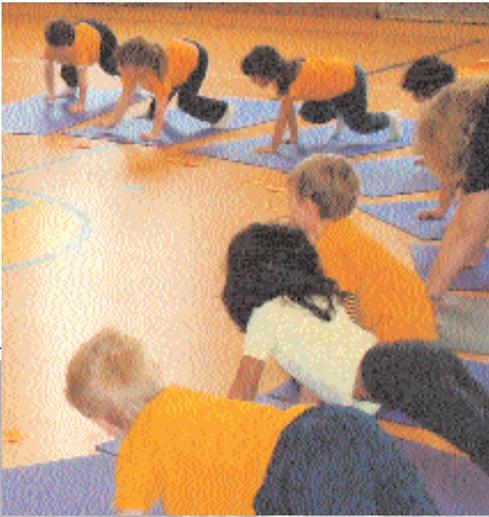
to Relieve Stress through Yoga

ON WEDNESDAY MORNING, December 2, the Universal Pre-Kindergarten classes were treated to an exciting morning of yoga instruction. The children enthusiastically participated in the sessions, perfecting the different positions introduced to them by instructor, Anne Marie Cullinane. This positive exercise provided our youngsters the unique opportunity to engage in a deeply fulfilling and truly satisfying experience which sought to impart tranquility and infuse an individual serenity and peaceful self-existence within a unified group.

The children and staff members practiced the following yoga positions: Cobra, Cat-Cow Stretch, the Dog-Facing-Down, Warrior, and Sasangasana Positions. The compelling force of the mind-body connection was emphasized as the children learned deep-breathing techniques to improve concentration and reduce stress.

The yoga instructor used this opportunity to teach the children about the need to take care of their bodies — inside and outside — showing the connection between the physical and spiritual. Yoga is another real life application of the principles outlined by the mandates in the Common Core.

The restorative benefits of yoga were accentuated through gentle movements designed to strengthen well-being, increase endurance and relieve tension. Our session ended with Namaste, signifying a mutual respect between teacher and students. It was indeed a wonderful experience enjoyed by all participants! ▶



Common Core: The Theory

Preparation for Life in the 21st Century

IN SEPTEMBER 1990, I began my tenure as principal of Most Precious Blood School in Long Island City — a short walk away from St. Joseph Catholic Academy. As I prepared for my first faculty meeting as a new principal, I recall hanging a poster in the school’s faculty room that posed the question, “Are we preparing students for their future or our past?” This question is more poignant today, than it was in September of 1990.

In essence, the common core standards are the foundations upon which schools will build their curriculum to help prepare students for their future, not our past. The common core standards are preparation for life in the 21st Century.

Educational standards must change for one simple reason — the world changes! As a result, what students need to know and be able to do changes with each successive generation.

The common core standards are more rigorous because there is now a greater emphasis on inculcating 21st Century skills in our classrooms. The problems and challenges of the 21st Century require creative thinkers and effective problem solvers. These include, but are not limited to, collaboration, communication, creativity and competition — competition in the internal sense that one continually tries to do better than s/he did before.

If someone my age, who attended elementary schools in 1960, looked at a classroom today, there is no doubt he would realize that technology has greatly impacted our classrooms. Why? Because technology is an essential part of the world we live in, and it has brought about monumental changes in the world, college life, and current careers. These changes require educational standards in our schools that are predicated on the pillars of depth, rigor and relevance. Accordingly, these three pillars must form the basis of the curriculum in our schools.

It is important for students to know the content they learn in school in greater depth. Basically, this means that they are able to delve into course materials and develop a keen understanding of what and why they are studying. Knowing something deeply means that one can apply it in new and different situations. This depth of knowledge is made possible because the common core standards reduce the number of topics taught at each grade level, unlike the former standards where each topic was touched upon briefly only to move on to the next topic. The common core standards help provide a more focused curriculum.

The second pillar, relevance, means that course content and curriculum need to be relevant to the world that students live in and include the tools of technology that are relevant to their lives. Students need to delve into real world problems and know when, how and what technological tools to use.

Do you remember encyclopedias? They were an essential part of my school classroom and home library. Today, they are a vestige of the past. Today, students can find all the facts, figures and data they need simply by “Googling” a question or phrase. This necessarily leads us to our third pillar, rigor. Just because students can find facts doesn’t necessarily mean that they know what to do with those facts.

“Today, students can find all the facts, figures and data they need simply by “Googling” a question or phrase.... Just because students can find facts doesn’t necessarily mean that they know what to do with those facts.”



Anthony Biscione

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Common Core: The Practice

A Real World Application of the Common Core

AS A MODERN DAY MARCO POLO, Denis Belliveau spent two years traveling over rough terrain and in lands that few people will ever have the opportunity to see. His travels were a journey of a lifetime, so when it was announced that Mr. Belliveau would come and talk to the student body of St. Joseph Catholic Academy, the unique opportunity to work on a math project involving a real world situation unfolded.

The Common Core Math Curriculum involves exploring topics in greater depth, with rigor, and a strong emphasis on solving problems. Student collaboration and team work is one avenue to accomplishing this goal. After some research conducted on the Internet, I chose a very interesting article as a basis for assigning team projects incorporating measurement, geometry, ratio, technology, history, and geography.

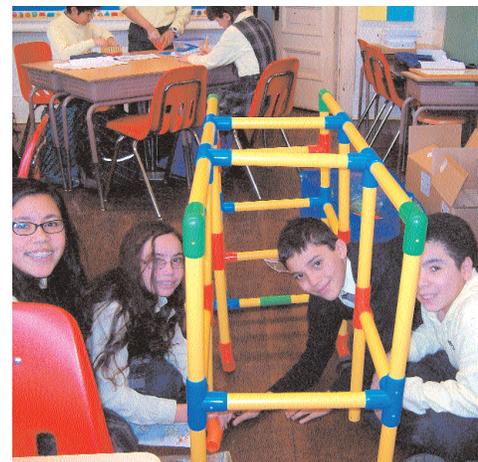
Using the format of the scientific method, students in my fifth grade math classes were presented with this question: "How can you recreate the hallway to be a scale model of Marco Polo's journey either from Venice to Cathay or his return voyage home?" Different teams chose non standard, metric or standard measurements. Tools for measuring were made available and with a plan, the excitement in the hallway was evident. Watching the creative ways that students decided to measure the hall was enjoyable. The non standard groups used their feet and paced the hall; one team counted the tiles; others took a string and then measured the length of the hallway; one team chose to use a meter stick and another — a 25-foot tape measure. All had to determine as close as possible the actual length of the hall.

As each of the teams measured the hallway, a comparison was made to the map of Marco Polo's actual trip. Major stops along his route were marked and pictures of Marco Polo, his ship, Kublai Khan, and the golden tablet were posted along the route.

At different stops along the "journey," information about Marco Polo's life and travels was posted using QR codes. Once the hallway was transformed, students were eager to take their iPads and scan each code to find out interesting facts about Marco Polo's journey. Upon their return to "Venice," a short quiz of multiple choice questions was used for assessment. Students scanned another QR code which linked directly to an interactive map of the journey.

Students in my grade six classes were faced with entirely different questions. Their task was to use the concept of ratio, and within the space of the classroom, had to create scale models of the Gobi Desert with an area of 500,000 square miles or make a miniature of a table in Kublai Khan's palace that would seat 6,000 people at one time. One team created a copy of the golden tablet presented to Marco Polo by Kublai Khan which was a foot long and three inches wide.

The excitement and enthusiasm generated by these group projects prepared the students for the visit of Mr. Belliveau. He came sharing his experiences and when he finished, the students were equally enthusiastic to tell him all about their own projects. Whether or not the students ever have the



"The Common Core Math Curriculum involves exploring topics in greater depth, with rigor, and a strong emphasis on solving problems. Student collaboration and team work is one avenue to accomplishing this goal."

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Keeping Pace

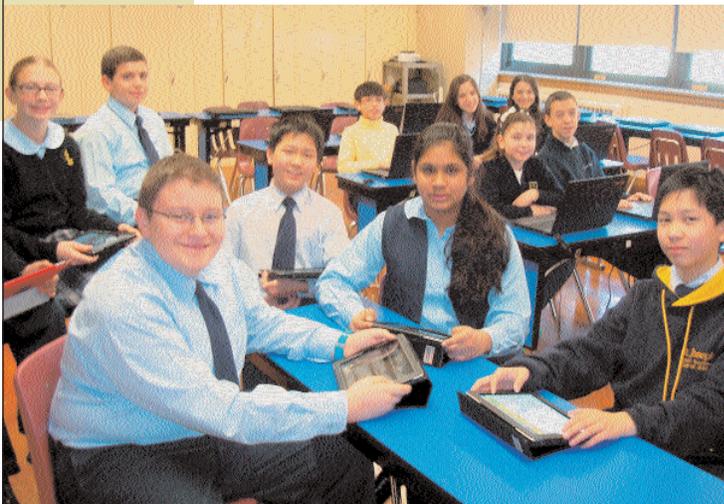
with Advances in Technology

WITH THE HELP OF FINANCIAL SUPPORT from our alums as well as diocesan grant funding, we at St. Joseph have been fortunate over the past few years to be able to keep pace with technology and its impact on our educational programs.

All instructional areas in the building — classrooms, labs, library — have been equipped with state-of-the-art SMARTBoard technology which empowers teachers to be more creative and to better address the needs of all learners based on learning styles and preferences. During the last two years, we have been able to allocate funds for wireless Internet throughout the entire building and make iPads available to all students in fifth through eighth grade.

The use of virtual textbooks allows for the elimination of costly paper books and the burden of carrying them back and forth. Assignments are sent to teachers for evaluation and feedback through e-mail and interactive sites such as Renzulli Learning. The mathematics teacher utilizes the reflector app to write on the iPad while moving about the classroom. This allows her to check student progress while continuing to write and review examples on the SMARTBoard. Lessons are recorded and shared for students to view at a later date. There is no doubt that our current students are the vanguard of a generation that will view hardcover books as an anachronism in the same way we now view black boards and chalk.

The new technology allows the teacher to become more of a facilitator of learning, allowing students to take greater ownership of their own learning and become collaborators with others. The software that accompanies the on-line mathematics series has allowed students to have access to endless multi-touch interactive features such as videos, interactive images, and 3D manipulatives. Furthermore, the use of the interactive practice quiz has afforded the teacher the opportunity to quickly assess student comprehension of a specific topic. Using the interactive textbook gives students the ability to view homework-help tutorials and lessons. This has enhanced the overall academic performance of the students. ▶



Junior-high students working on their iPads

All instructional areas in the building — classrooms, labs, library — have been equipped with state-of-the-art SMARTBoard technology which empowers teachers to be more creative and to better address the needs of all learners based on learning styles and preferences.

Faculty Spotlight:

K a r e n P e n d e r

THIRTY-THREE YEARS:
TOUCHING HEARTS AND ENRICHING MINDS

MRS. PENDER IS A FAMILIAR face to thousands of St. Joseph graduates. She began her teaching career in 1980 when hired by then principal, Sister Martin Marie, O.P. Mrs. Pender taught seventh and eighth grade English language arts until 1999 when she took some time away from school to begin a family. We were all thrilled when she returned the following year on a part-time basis after the birth of her daughter, Kathryn. Currently Mrs. Pender teaches library enrichment classes to fourth through eighth graders, and as high school coordinator, guides each successive class of eighth graders through the labyrinth of the high school admissions process.

In addition to seeing the joy of learning in the facial expressions of her students, among her most gratifying successes have been participating in the U.S. Department of Education Blue Ribbon process — won by St. Joseph twice, and being named an inspirational teacher and awarded the 1990 New York State Excellence in Teaching English Award.

Through the years, Mrs. Pender and her students witnessed many significant historical events which included the visits of John Paul II to the United States, the fall of the Berlin Wall, and the on-going revolution in technology. She assisted her students in the often times difficult task of making sense out of such tragic events as the killing of John Lennon, the Challenger



Karen Pender

“Teaching is a symbiotic experience. I have always learned from my students and believe that teaching is such an enriching experience. We create a family and help each other grow and learn.”

— K A R E N P E N D E R

disaster, terrorist attacks, and the death of a beloved fifth grade teacher — Mrs. Beuchs. Through it all, faith in God and prayer were sources of their strength.

Her fondest memories include coordinating junior-high dances, class trips, yearbook committees, celebrating Yankee World Series wins, choreographing Christmas plays, bittersweet graduations, creating entertaining all-star assembly presentations for the student body, and reading and analyzing novels such as S.E. Hinton’s *The Outsiders* with all its teenage angst, and John Steinbeck’s *Of Mice and Men*. Her especially gratifying current experience is teaching the children of some of her former students. ▶

“Mrs. Pender has touched the hearts and enriched the minds of so many of the children for generations at St. Joseph. Alums who return to visit always ask for Mrs. Pender and talk about the great impact that she has had on their lives. What a perfect tribute to a wonderful teacher!”

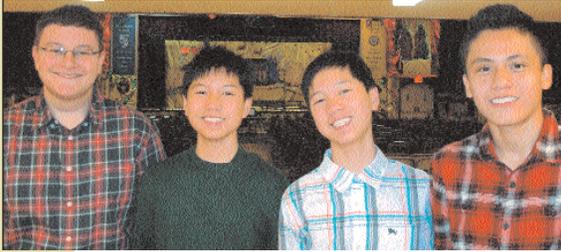
Regis High School

Semi-Finalists Have High Hopes

Life suddenly has become much more exciting and challenging for Salvatore Cinquemani, Jefferson Yumiguano, and Justin and Ryan Wing — four eighth grade SJCA boys who have reached the interview stage of their application process to Regis High School.

On the basis of their elementary school record, their scores on the Regis Scholarship Examination, and recommendations from the Academy, these four eighth graders have been selected as semi-finalists.

To get a true appreciation of just how significant an achievement it is, it is important to remember that Regis selects students each year from the greater metropolitan area, and seven hundred and fifty young men sat for the scholarship examination this year. Of that number, only two hundred and thirty were selected as semi-finalists. The semi-finalists are now vying for the one hundred and thirty five seats for the freshman class of 2014.



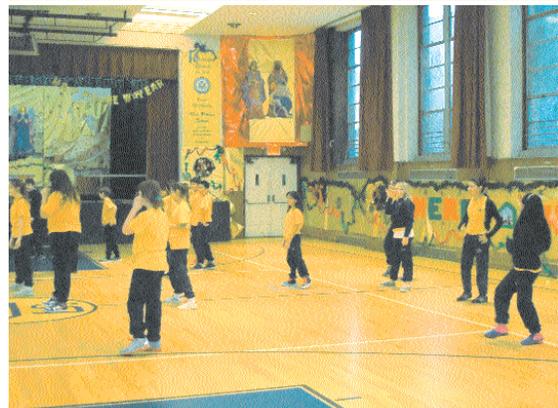
All of us at St. Joseph Catholic Academy applaud the outstanding achievement of being a semi-finalist and wish the four boys success in their desire to attend Regis. ■

SJCA Welcomes

Exciting DANCE Residency

For several years we have been fortunate to be able to expose children to modern dance through a yearly assembly program offered by principal dancers from the Amy Marshall Dance Company. This year, the children were in for an additional treat. Thanks to the interest and enthusiasm of Amy Marshall and Chad Levy, the dance company spent a week long residency at the Academy.

Basically, dancers from The Amy Marshall Dance Company taught movement classes to all St. Joseph Catholic Academy children during their regular gym periods on January 3, 6, 7, 8. These classes were designed for all age groups, and catered especially to those students who had little or no previous dance training. One or two of the Company's dancers introduced basic aspects of modern dance such as muscular coordination, memory, flexibility, characterization, the use of space, and musicality. Students also learned movement which they were able to recognize and relate to when the Amy Marshall Dance Company performed their two educational assemblies on Wednesday, January 22. ■



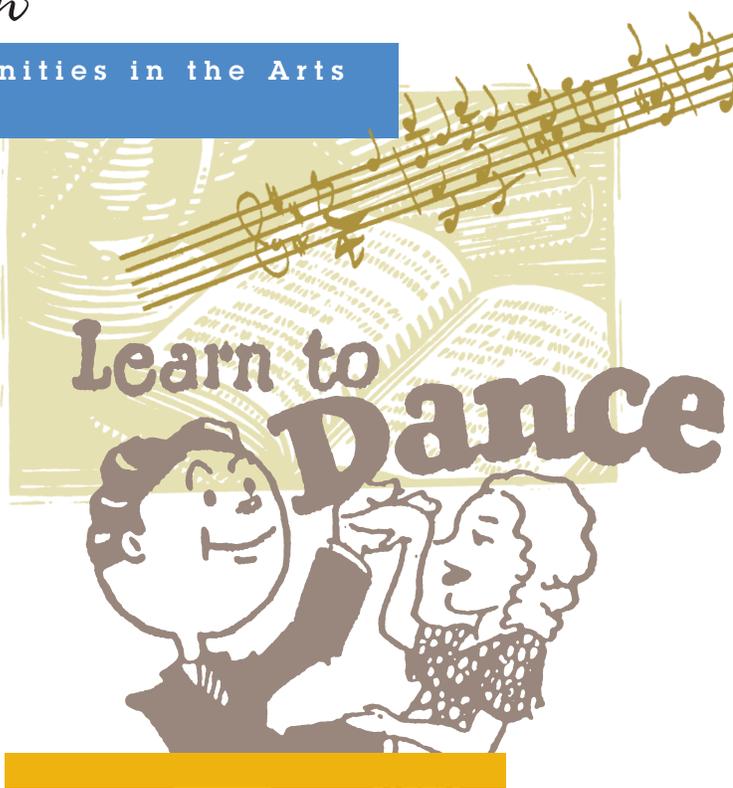
Introducing Two Exciting New

Educational Opportunities in the Arts

IN MARCH AND APRIL, our fifth grade students will be participating in a nationally-recognized arts in education program — *Making Books Sing* — an exciting program that will supplement regular instruction in English language arts. *Making Books Sing* supports the New York State Common Core Standards.

The fifth graders, having read the novel, *Hatchet*, by Gary Paulson, will then participate in a six-week musical theatre residency — exploring the novel through theater, playwriting, and songwriting. In the final session, all fifth graders will come together to share their original scenes and songs based on the novel.

A second residency in March will involve all of our fourth graders and their teachers in a nationally recognized program teaching children ballroom dancing movement and etiquette. *Dancing Classrooms of the American Ballroom Theater* will introduce the children to ballroom and Latin dances. A culminating performance at the conclusion of the ten-week residency will take place for the participating children and their parents. ▶



Acts of Service to the Community at Christmas

Once again this year, our student council sponsored a toy drive for needy children at Christmas. Nearly 150 toys were collected from the students and delivered to St. Margaret Mary Parish in Long Island City where they were distributed to needy families to brighten many children's Christmas Day. Pictured are student council leaders with a sampling of toys collected in the drive. ▶

Common Core: The Theory

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Rigor is a foundational piece of the common core and really nothing new in education. We have talked for years about the importance of developing higher order thinking skills. Facts and basic knowledge are important, but they are just that — basic. The world of the 21st Century requires students to be effective problem solvers. An effective problem solver thinks outside the box, approaches a problem from multiple perspectives, and analyzes and poses solutions. Knowing something is wonderful, but the world of college and careers requires the ability to apply knowledge. Having a head full of scientific facts and figures is meaningless if I cannot use the facts and figures to solve a real world problem.

The common core standards provide a foundation for curriculum. They are not an exhaustive list of all that can and should be taught. They are a set of foundational understandings that form a baseline for us to monitor student progress toward college and career readiness. In our Catholic schools, the standards along with our traditions, rituals, beliefs and values form the foundation for a strong curriculum — a curriculum predicated on rigorous academic standards and the fundamentals of our Catholic faith. ▶

Common Core: The Practice

continued from page 5

chance to journey to these remote and intriguing lands remains to be seen, but the entire experience was enriching for all. Taking the application of math topics out of the realm of the regular routine was an opportunity for

students to apply their knowledge to a new situation, to collaborate and to truly enjoy the project. ▶



QR code leads to introductory paragraph of Marco Polo
http://www.abcteach.com/free/r/rc_biography_marcopolo_upperelem.pdf



QR code needs to be pasted into Puffin to go to interactive map
http://www.eduplace.com/kids/socsci/books/applications/imaps/maps/g2_u5/index.html#top

links work on computer

A Christmas Tradition at St. Joseph

In its 36th year, the annual Christmas production is one of the traditions that has been adopted by the academy. This year's production, *A Saintly Christmas*, paid tribute to the legacies of Pope John XXIII and Pope John Paul II. As you may know, Pope Francis has announced that both will be declared saints on April 27, 2014.

This year's production began with the Nativity featuring the fifth graders followed by different acts and songs by the students in each of the grades. Over four hundred children participated again this year. We are particularly grateful to Mrs. Grieco who has written the scripts for each of these productions for the past thirty-six years. ▶



Alumni Contributions

Helping to Support St. Joseph



We are very grateful to the one-hundred and sixty-two alums who made a contribution to the academy during the 2013 calendar year. The grand total in contributions for the year is \$37,514.

Adams, Catherine
Agnes, Michael
Baratta, Michael
Bauer, Angela
Baxter, Margaret
Begley, Alberta
Begley, James
Begley, John
Bertone, Steven M.
Bettigole, Bro. Michel
Boyle, Jeanne
Bradli, Patricia
Brisk, Donald
Buckley, Margaret
Burger, William
Burke, Mary Mcmanus
Burns, Robert
Butkovic, Julie
Butler, Kevin
Butler, Thomas
Butler, Veronica
Cacio, Victor
Candia, Jim
Carbine, Eugene
Carbon, Evelyn
Carlino, Barbara
Carlino, Carmelo
Carusi, John
Cavanaugh, Margaret
Cavanaugh,
Michael & Catherine
Chevalier, Andrea
Chevalier, Stephen
Ciorciari, Eileen
Coleman, Edward
Coleman, John & Jane
Collins, Cornelius
Collins, William
Connors, James
Crean, Eileen
Crowley, Maureen

Csikar, Julius
Dann, Janet
Deasy, Elaine
Derosa, George
Dillon, Joseph
Dimicco, Gianpaolo
Dituri, Joan
Dolan, James
Donnelly, Joan Schreiber
Farrell, Robert
Ferguson, Patrick
Fields, Joan
Filipich-Pergamo, Frances
Finan, William
Foley, Francis
Foley, Timothy
Fuchs, Herta C
Gallagher, Matthew
Gaudett, Patrick
Gentilella, Sabato
Gibbons, Peter
Goehring, Edward
Gozdziewski, Charles
Gozdziewski, John
Grady, Joanne
Grassi, Rocco
Griffin, John
Grund, Jeannette
Hancock, Venus
Hargadon, Maureen
Hattauer, Edward
Hauser, Anna May
Hausmann, Jean
Hawkins, William
Healy, John
Hofelich, Anne
Iocco, Dominick
Jappe, Kathleen
Jappe, Kathleen
Keane, John
Keane, Joseph
Keane, Vincent

Keating, Francis
Kelly, Antonia
Killian, Linda
Kline, Eileen
Krejci, John
Labrador, Veronica
Lamothe, Mary
Lang, Frank
Lanzone, Richard
Lenoach, Philip
Lynch, John (Northport, NY)
Lynch, John (Walden, NY)
Lynch, Michael
Mahoney, Anne
Maloney, Mary Alice
Marek, Robert
Marsh, Victor
McCabe, Margaret
McCormack, Michael
McGrattan, Mary
McHugh, Marilyn
McKeown, William
McLoughlin, Patricia
McQuade, Charles
McTague, Alice
Meehan, Margaret
Moran, Mary Ann
Muldoon, Frank
Muldoon, Joseph
Mullen, Mary Ann
Nagle, Robert
Nagle, Robert
Neglia, John
Nelson, Catherine
Novak, Paul
O'Connor, Edward
O'Connor, John
O'Dwyer, Joyce
O'Neill, Rita
O'Neill, Michael
O'Reilly, Theresa Sheehan

Orlando, Roseann
Paccione, Frank
Palumbo, Eileen
Pannasch, Edward (deceased)
Parisi, Donna
Passero, Margaret
Pecoraro, Christine
Peranio, Marianne
Petrucci, Antimo
Plichta, George
Quail, James
Quinn, Therese
Reilly, James
Rice, Lewis
Rogers, Thomas
Rutherford, Ann
Schmitt, Eric
Schubert, Ann Marie
Schwartz, Geraldine
Sena, Vincent
Serventi, Natalie
Shay, Thomas H.
Silk, Edward & Kathleen
Smith, Leonard
Smith, Linda
Smith, Kristin
Smith, Philip
Stoffi, Fred
Stoffi, Fred
Sullivan, Daniel
Syracuse, Michael
Taibi, Elaine
Tanner, Charles (deceased)
Tinnelly, James
Tomitz, Frank
Vrontis, Elizabeth
Wanek, John
Westing, Terry
Woodward, Marian
Young, Barbara

2013 SJCA donors as of 1/10/2014

Closing Remarks from

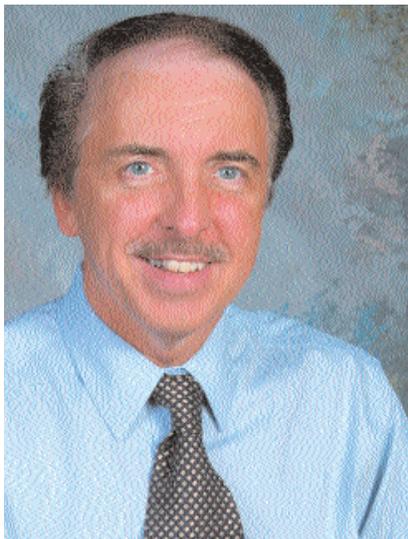
O u r P r i n c i p a l

DEAR FRIENDS,

Before we close the pages of this issue of *Horizons*, I'd like to ask for your assistance to help keep St. Joseph a vital and viable Catholic elementary academy in the diocese.

Most importantly, I ask for your continued support — first, by your prayers that God will continue to bless the St. Joseph Community for years to come — and second, by any contribution that you can afford to give. Graduates of the sixties and before were fortunate in that their parents paid little or no tuition because of the sacrifices of the Sisters of St. Dominic and lay colleagues to the educational mission of the parish. Today, Catholic education to be strong must continue to rely on the sacrifices of people who wish to give it as a gift to young children. Our parents make the financial sacrifice of tuition, and our teachers work at a lower salary because of their dedication to the mission of Catholic education at St. Joseph.

Over the first few months of the current year, extensive repairs were performed on the front exterior wall and parapet of the building for which the new academy will assume half of the four-hundred and eighty thousand dollar cost. In addition, after a review of internal building needs, we have decided to create a building fund to support essential infrastructure improvements. We need to upgrade our electrical capacity, the bathroom fixtures, internal and external doors, and our current security camera system. The bids that we have received to address these needs average in total approximately two-hundred thousand dollars. In short, to continue our great mission — we need your help. Your gift in whatever amount possible will assist future generations of children to benefit as you did from a St. Joseph education.



In addition to your contribution, please consider sending us some news about yourself that we could share with all our alums in the next issue of the magazine. Getting married? Had a recent success? Active in service to others? It's news that we would like to share with the entire St. Joseph family. I'd like you to think of *Horizons* as your magazine to a great extent and a means of keeping you in contact with one another as well as your alma mater. Just e-mail me at stjosprincipal@aol.com with news or use the attached envelope to send along information for our Class Notes section. ▀

Sincerely,

Luke Nawrocki
LUKE NAWROCKI
Principal

“Today, Catholic education to be strong must continue to rely on the sacrifices of people who wish to give it as a gift to young children. Our parents make the financial sacrifice of tuition, and our teachers work at a lower salary because of their dedication to the mission of Catholic education at St. Joseph.”



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Correspondence • *Horizons in Gold and Blue* welcomes your thoughts and comments addressed to stjosprincipal@aol.com

Web address • www.stjosephsch.org

Class Notes



Getting married? Had a recent success? Active in service to others? It's news that we would like to share with the entire St. Joseph family. Just e-mail me at stjosprincipal@aol.com with news or use the attached envelope to send along information for our *Class Notes* section. *Please include your year of graduation.*

Consider Volunteering to be a Class Captain

We would like to provide more opportunities for alums to gather together to share memories and life experiences in elementary school. We would like to begin a program of reunions, but we need help from you to serve as a contact person for the alums from your graduating class. If you are willing to help, please contact us via landmail or email at stjosprincipal@aol.com.

HORIZONS
in Gold and Blue



At St. Joseph, parents and teachers work together to LIGHT THE WAY by guiding the children's spiritual, academic, and social growth and providing the children with a strong foundation for their lives.