

# 2008 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Public  Private

**Cover Sheet** Type of School: (Check all that apply)  Elementary  Middle  High  K-12  
 Charter  Title I  Magnet  Choice

Name of Principal **Rosalie Musiala**  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name **Pope John XXIII School**  
(As it should appear in the official records)

School Mailing Address **1120 West Washington**  
(If address is P.O. Box, also include street address.)

**Evanston** **Illinois** **60202-1620**  
City Stat Zip Code+4 (9 digits total)

County **Cook** State School Code Number\* \_\_\_\_\_

Telephone ( **847** ) **475-5678** Fax ( **847** ) **475-5683**

Web site/URL **www.popejohn23.org** E-mail **rosalie.musiala@popejohn23.org**

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

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\* **Dr. Nicholas M. Wolsonovich**  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name **Archdiocese of Chicago** Tel. ( **312** ) **751-5200**

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

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board President/Chairperson **Mr. Rob Swarczewski**  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

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

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

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

## **PART I - ELIGIBILITY CERTIFICATION**

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**Include this page in the school's application as page 2.**

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2007-2008 school year.
3. If the school includes grades 7 or higher, the school must have foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2002 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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All data are the most recent year available. Throughout the document, round numbers 1 or higher to the nearest whole number. Use decimals to one place only if the number is below 1.

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

1. Number of schools in the district:     NA Elementary schools  
   \_\_\_\_\_ Middle schools  
   \_\_\_\_\_ Junior high schools  
   \_\_\_\_\_ High schools  
   \_\_\_\_\_ Other
- NA TOTAL
2. District Per Pupil Expenditure:     NA  
    Average State Per Pupil Expenditure: NA

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:
- Urban or large central city  
 Suburban school with characteristics typical of an urban area  
 Suburban  
 Small city or town in a rural area  
 Rural
4. 9 Number of years the principal has been in her/his position at this school.  
       \_\_\_\_\_ If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	29	33	62	7	12	20	32
K	3	15	18	8	16	20	36
1	8	15	23	9			
2	17	17	34	10			
3	15	9	24	11			
4	19	24	43	12			
5	18	19	37	Other			
6	17	17	34				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>343</b>

6. Racial/ethnic composition of the school:
- |                   |                                    |
|-------------------|------------------------------------|
| 0                 | % American Indian or Alaska Native |
| 9                 | % Asian or Pacific Islander        |
| 22                | % Black or African American        |
| 9                 | % Hispanic or Latino               |
| 60                | % White                            |
| <b>100% Total</b> |                                    |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

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

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

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year	7
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	5
<b>(3)</b>	Total of all transferred students [sum of rows (1) and (2)]	12
<b>(4)</b>	Total number of students in the school as of October 1	318
<b>(5)</b>	Total transferred students in row (3) divided by total students in row (4)	.04
<b>(6)</b>	Amount in row (5) multiplied by 100	4

8. Limited English Proficient students in the school: 0%

Total Number Limited English Proficient 1  
 Number of languages represented: 1  
 Specify languages:

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

Total number students who qualify: 13

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the federally supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.



## PART III – SUMMARY

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Although PJ23 recently celebrated its 20<sup>th</sup> year anniversary, the mission to serve children in south Evanston goes back to 1886 when St. Nicholas School and St. Mary's School were established. Pope John XXIII School is the consolidated union of these two schools formed when the best of each was combined in 1986. The best refers to the excellent faculty that was chosen from the two faculties and the high caliber curriculum that was established in this merger. This consolidation is a success story. While other Catholic schools have struggled and closed, PJ23 has grown and its students continue to excel. Today the majority of the students come from south Evanston, but 26% come from nearby Rogers Park in Chicago and another group of 16% come from the adjacent suburb, Skokie. A few students come from greater distances because PJ23 is convenient for parents working at Northwestern University or at Evanston Township High School. The excellence of PJ23 is known at these two prestigious higher education institutions. The mission *to provide a quality Catholic education in an atmosphere of care, concern, and dedication* is alive today because of the support of two parishes, two pastors, dedicated parents, and caring teachers.

The community, the parishioners of St. Mary's and St. Nicholas, provide a subsidy through parish donations that support the school. The community also supports the school by donating computers, purchasing raffle tickets, and buying commemorative bricks for our playground fundraiser. They attend special functions and also volunteer in the classrooms. The two pastors, Fr. Britto Berchmans and Fr. Michael Solazzo support the school and care for the faith development of the children and teachers. Once a week both pastors visit the school and do a joint religion class. They care about each child and his/her family.

Parents support the school by choosing it and volunteering hundreds of hours to enhance the educational environment. Over eighty parents show up yearly for "Arts Day", a day where the fine arts are featured. Parents volunteer for the annual *Spirit of PJ23* fundraising event. When parents see a need, they step forward. Parent volunteers are responsible for the two new playgrounds. Presently, another parent group is working to enhance the exterior of the school. Their goal is "to make the outside of the building look as exciting as what is going on inside."

The teachers are dedicated to the children and to academic excellence. They work late hours after dismissal. The teachers can be found on weekends: on Saturdays and Sundays they are in the school changing bulletin boards, running off copies, preparing lessons, rearranging classrooms, and laying groundwork for educational activities. There is an excellent core group of veteran teachers who stay committed to the mission of PJ23.

Because of this support it is possible for PJ23 to offer an educational experience for preschoolers to eighth graders that includes:

- A state of the art computer lab with 30 computers, Sonic Wall, and Tech Works,
- A multi-media center containing over 8,800 volumes and a mobile computer lab,
- A new state of the art science lab that rivals most high school science labs.

All the above contribute to excellence in academics. But this alone does not engender the dedication from parents and community. It is the "caring atmosphere" that makes PJ23 a treasure. The richness of our diversity fosters an open and caring environment that is exhibited by student and teacher. It is visible when two students interact and when students and teachers interact. A walk through the halls and classrooms reveals a friendly but focused student body and a caring knowledgeable faculty.

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

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### **1. Meaning of the school's assessment results**

Standardized testing is one important indicator of academic success. PJ23 scores validate this with scores above the 90<sup>th</sup> percentile required for Blue Ribbon Schools. Each March, PJ23 administers the Terra Nova CTBS McGraw-Hill standardized test as required by the Archdiocese of Chicago to third, fifth, and seventh graders. Public and private schools use the Terra Nova test nationally because it is highly reliable and the test correlates with classroom performance. The scores for PJ23 students have been consistently in the top 10% nationally for the past ten years. Scores for the last five years have been included in this application as indicia of PJ23's excellence in achievement.

Seventh graders at PJ23 who took the test in March of 2007 had a MNP, Median National Percentile, for reading of 83 percent well above the 77 percent cut-off for NCLB Blue Ribbon School status. The PJ23 seventh grade math MNP for 2007 was also 83 percent, again well above the cut-off score of 75 percent for NCLB Blue Ribbon School eligibility. Even more impressive, the language arts score for PJ23 seventh graders was in the 91<sup>st</sup> percentile. PJ23 students are not only proficient readers and mathematicians; they are excellent writers!

In 2007, the PJ23 fifth grade MNP Terra Nova score in reading was 82 percent, seven points higher than the 75 percent required by the NCLB Blue Ribbon School criteria. In math, these fifth graders achieved an MNP, of 81 percent—again exceeding the required NCLB Blue Ribbon School score of 74 percent by seven percentile points. The language arts score for the fifth grade students exceeds both their math and reading achievement scores with a MNP score of 85 percent. Like their older peers in the seventh grade, PJ23 fifth graders excel in writing also! Standardized test scores for PJ23 meet and exceed the criteria for NCLB Blue Ribbon School status for every grade tested for the past ten years not just for the last five that are included in this application.

The Terra Nova test also includes the *In View* Test of Cognitive skills. PJ23 students score above average on the *In View*, aptitude test. The score on this aptitude test is compared with the average obtained achievement test score for students born in the same month and an Anticipated Score is calculated. When the grade Summary Anticipated Scores are compared with the Obtained Scores for PJ23 seventh graders, it shows that the students consistently achieve their Anticipated Score or score above the Anticipated Score. For example, the seventh grade MNP Anticipated Score for math is 83.4 percent and the MNP Obtained Score for math is 84.5 percent. In reading for seventh graders the MNP Anticipated Score is 83.6 percent and the MNP Obtained Score is 84 percent. In language the seventh grade scores are even more impressive: MNP Anticipated 82.5 percent compared with MNP Obtained Score of 90.8 percent! PJ23 students achieve to their full potential!

Another indicator of academic success is the achievements of the alumni of PJ23. In the last two years, three alumni have earned National Merit Finalist Status based on their PSAT scores from their high school sophomore year. PJ23 alumni are very successful in high school and beyond because the educational foundation they receive at PJ23 continues the academic success started in their nine years at PJ23! PJ23 graduates consistently are admitted to highly selective high schools based on the entrance test scores they achieve in eighth grade. Many parents of PJ23 alumni call us to share the news of college scholarships and awards. PJ23 students demonstrate academic success while at PJ23 and beyond!

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

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### **2. Using the school's assessment results**

Research in education is consistent in its findings that the earlier intervention begins the more effective it is in improving a student's academic achievement. NCLB mandates that all third graders be proficient readers. Even the lowest scoring third grader at PJ 23 is a proficient reader. This academic success is true year after year because PJ23 begins standardized testing in preschool and kindergarten to identify children who may be at risk for academic failure. PJ23 does not test to label and sort children. PJ23 tests to do early intervention and "break predictions of failure." PJ23 uses the MRT-6, Metropolitan Readiness Test seventh edition, level I for preschool and level II for kindergarten. PJ23 uses the ERSI, Early Reading Screening Inventory, for all our 1<sup>st</sup> graders in the first weeks of school for the same reason. Children at risk are identified and provided supplemental (not sub-planted) instruction. These children continue to receive grade-level instruction during their regular day and then have additional instruction after school twice per week for one- hour sessions. Second and third graders who need additional help become eligible for our after-school "Reading Club" that gives additional instruction and practice. By spring of third grade, all of our third graders are successful readers.

After third grade the teachers use the Terra Nova Classroom Performance Objective Reports to target small groups of students who need additional instruction and academic support. In May when the test results are distributed to PJ23, the principal conducts an in-service using actual student test results (with names blacked out) to discuss how to interpret scores and how to plan for instruction. Fifth grade scores are used to ability group students in sixth, seventh, and eighth grade for differentiated instruction. Students' instructional needs are met in two ability groups: a regular and an accelerated group.

### **3. Communicating the school's assessment results**

PJ23 shares its assessment results first with its stakeholders: the School Board and the parents. At the May PJ23 School Board meeting, the Terra Nova School Board Report is distributed and the principal conducts a short in-service on how to read and interpret the data to all present: school board members, pastors, and parents. The principal and PJ23'S Terra Nova Coordinator attend the Post Terra Nova Workshop to learn the latest information about the test and the examples of how to communicate these results to the community.

Each year a five-page document is sent home to all the families to communicate the schools' assessment results and their individual child's scores. This packet describes the Terra Nova as a nationally recognized standardized test. It gives directions for reading the charts and references PJ23's MNP scores for the 2007 year. Assessment Summary reports are included for each grade tested and a comparison chart is included for PJ23 scores in reading and math for the past ten years. A parent letter gives examples that allow parents to interpret their child's individual scores in comparison with the grade's median score. Parents are partners in the education of their children and they are invited to meet with the principal to learn more about their child's scores. Each year many parents take advantage of this invitation.

The communities of St. Mary's and St. Nicholas parishes are informed of the scores in the Sunday bulletins. The academic success of PJ23 indicated in the standardized scores is important for the parishioners to know because the future of the school depends on their support. Potential parents often request this information to help them make enrollment decisions for their children. PJ23 is proud to share its scores because they are proof of the excellence of its curriculum and its teachers!

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

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### **4. Sharing the school's success**

PJ23 shares its successes with area schools by inviting teachers from Council II-3A, a local group of thirteen Catholic schools, to visit us to observe, and discuss our programs, schedules, and teaching strategies. At the monthly Council II-3A principal meetings the PJ23 administrator, who serves as chairperson, includes a sharing time on the agenda to discuss successes and challenges. Teachers from PJ23 attend yearly Council II-3A professional development days that include “breakout” sessions for each teacher to share model lesson plans and best practice teaching strategies at their grade level. The teachers bring twenty copies of two successful lesson plans to discuss with teachers of the same grade level.

PJ23 mentors interested groups by hosting visitations, sharing sessions, panel discussions, and “question and answer” meetings. PJ23 accepts pre-service teachers and college students in other fields who need observation hours for their psychology or education classes. PJ23 welcomes practicum and student teachers from area colleges and universities. Our teachers have a combined total of over 16 Golden Apple nominations and more than half hold master's degrees. Their expertise should be shared!

The curriculum for PJ23 is freely shared with educators via the school web site. Teachers' instructional strategies and parent communications for one year were collected into binders that are available for other educators or novice teachers to review. PJ23 freely opens up to educators our collection of written curriculum binders and curriculum maps for each grade and compilation of teaching activities for each grade.

The principal of PJ23 shares the success of its students via a weekly newsletter to the parents and regular submissions to St. Mary's and St. Nicholas parish bulletins. As board member of the Archdiocese Principal's Association, she has the opportunity to share the successes of PJ23 with the broader Archdiocesan community in Cook and Lake counties.

## PART V – CURRICULUM

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**Religion:** Each day begins and ends with prayer, a short bible reading, and reflection over the public address system. This sets the tone for the day and helps the children quiet their minds for a day of learning. Faith permeates everything teachers do in every subject. The religion program at PJ23 is Sadlier. It focuses on Catholic faith traditions and beliefs for 30-minute lessons daily. PJ23 believes in strong Christian values that give students a purpose for learning and for their lives. Faith and knowledge are combined and give meaning to everything.

**Reading/Language Arts:** From the minute a three-year old enters PJ23 preschool he/she is treated as a reader. PJ23 validates every step in the process of becoming fluent, proficient readers. PJ23 uses a balanced approach to reading instruction with phonics, good literature, and writing to develop a life-long love of reading. Reading for pleasure and reading to learn is a focus of every class. Reading aloud and journaling begin in preschool and continue into eighth grade.

**Math:** A balance between conceptual understanding and computational fluency is achieved with the McGraw-Hill math program that starts in preschool and continues to sixth grade. Math instruction is differentiated to provide both extra practice and extra challenges. Starting in sixth grade two ability groups are created, with the accelerated group using the University of Chicago pre-algebra book. By graduation all have successfully completed algebra—Basic Algebra or Honors Algebra I. Some seventh grade students qualify for Honors Geometry at our local high school for their eighth grade year.

**Science:** PJ23 uses the Scott Foresman science program for grades K-4. Experiments and hands on activities with labs are an integral part of science from preschool to eighth grade. Science projects in the primary grades demonstrate student knowledge. For the 3<sup>rd</sup> to 5<sup>th</sup> grades science fair projects extend their learning. PJ23 sixth to eighth grade students participate in the National Science Olympiad competitions. The PJ23 team has qualified for state five times in the last six years! In 2007, PJ23 earned a fifth place team medal at the State of Illinois Science Olympiad Meet. The new science lab is evidence of the lab-oriented instruction that is part of the departmental science program in middle school.

**Foreign Languages:** The foreign language curriculum meets and exceeds the requirements of the NCLB-BRS program because we start in preschool and offer three languages in sixth to eighth. Preschool to fifth graders are offered Spanish after school twice weekly. PJ23 sixth to eighth grade students choose from three foreign languages: French, Spanish, or Latin. These classes are not enrichment or an introduction, but rigorous academic foreign language instruction for 40-minutes daily. PJ23 foreign language textbooks are the ones used at local high schools.

**Art/Music/Drama/Dance:** PJ23 not only offers art and music; but also beginning drama, advanced drama, dance, recorder ensemble, and musical theater as part of the regular school day. Lessons for band, piano, and string instruments are optional. PJ23 students share their talents in small and large productions several times a year. PJ23 presents a beautiful Christmas program that has been televised on Evanston's cable network and broadcasted on Catholic radio. PJ23 music and drama teachers also present an original Spring Musical with all grades participating.

**Social Studies:** The PJ23 "History Queen," Mrs. Gumiran-- an outstanding instructor-- teaches social studies, history, and civics for sixth to eighth. The curriculum is comprehensive and creative projects are a regular part of each chapter. The preschool to fifth grades use the Macmillan-McGraw Hill Social Studies program along with community field trips. This program introduces the students to history, geography and diverse cultures.

## **PART V – CURRICULUM**

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### **Reading Curriculum**

PJ23's reading curriculum uses a balanced reading approach. PJ23's teachers believe that phonics instruction is necessary right from the start, in preschool and kindergarten. But, PJ23 also believes that to develop "readers for life" you must engage students in good literature every day. PJ23 uses the Scott Foresman basal series with high quality literature added. It is an integrated, balanced approach using the 4-block methodology where reading, writing, phonics, and spelling are integrated. The whole class participates in grade level reading skill instruction using the weekly story or a class novel. This grade-level instruction is balanced with small group guided reading at each child's instructional level. This means that a first grader can be reading a fourth grade guided reading book in his first grade class if that is his instructional level. These guided reading groups are flexible and no child is "stuck" in a low group because skill and vocabulary instruction is given at grade level to all the students.

Literature circles are introduced in third and continue into fifth grade to develop comprehension and an appreciation of high quality classic books. In sixth to eighth grade, classic literature is studied and rigorous grammar instruction that includes diagramming is taught. The sixth to eighth grade English/Lit classes are ability grouped with a regular group and an accelerated group to meet the needs of diverse learners. Basic core novels are used for both groups, but the accelerated group moves at a faster pace and reads additional novels, a few more short stories, and more poems. The expectation for writing proficiency is more rigorous for the accelerated group. The writing process is taught starting in the primary grades and continues into eighth grade. Every student learns expository writing starting in first grade and completes their first serious research paper before graduation.

### **Science Curriculum**

"To think like a scientist" is what PJ23 encourages even the youngest three-year old students to do. PJ23 science curriculum includes facts and information about the earth, physics, and life. It also provides opportunities for young scientists to explore, experiment, hypothesize, problem solve and discover. Preschool to second grade students conduct regular "labs" using Scitt Kits. These are "zipper-bag experiments/explorations." The textbook content for these grades is presented using the Scott Foresman flip chart format. Scott Foresman labs are used in third to fifth grade along with individual student science textbooks--now the students "read to learn." Students in third to fifth grades are required to do an in-depth science fair project complete with a research paper, poster, and demonstration. These young scientists present their hypothesis, testing data, and conclusions at the annual Science Fair.

The McDougal Littell series allows PJ23 science classes to focus on one topic in depth for a full year: Earth Science for sixth grade, Physical Sciences for seventh, and Life Science for eighth grade. Science classes for middle school are in the new science lab and include regular full-hour labs. Graduates from PJ23 are ready for honors biology because they have just completed a year of Life Science with lab experiences.

Sixth grade students are eligible for the PJ23 Science Olympiad Team. PJ23 has been participating in Science Olympiad competitions for the past fourteen years. This national competition for junior high and high school students include academic events and building events. There are regional meets, state meets, and national competitions. PJ23 Science Olympiad Team has qualified for state eight times in the last ten years! In 2007 PJ23's team earned a fifth place team medal and medaled in six events. PJ23 students not only "think like a scientist" they solve problems and succeed as scientists!

## **PART V – CURRICULUM**

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### **Instruction**

PJ23 believes all children can learn and succeed. Children come to school with a wide range of abilities, special talents, different interests, different learning styles, and diverse needs. PJ23 teachers are flexible in their instruction and give students options for assignments. Children learn best when they are engaged in the learning process. Children learn best when they can experiment, explore, and “mess around” with stuff and re-discover concepts alone or with a group of peers. Learning is fun in preschool and kindergarten; it is child’s play. At PJ23 we extend this love of learning beyond the early years by instruction that is challenging, interesting, and inspiring.

Children learn in many ways. PJ23 provides a balance between teacher-directed instruction and pupil exploration and discovery. Learning Centers that are integral to our preschool program continue into the “Big School” to fifth grade. Each classroom is carefully arranged to include both: teacher-led lessons and learning centers where small groups can interact, manipulate, discuss, create, respond, collaborate, and discover concepts or practice/master new skills

All classrooms have four computers that are Internet ready and Internet safe for research, playing educational games, and producing assignments. All classrooms have a classroom library for leisure and reference reading. Grades six to eight are departmental and students have a whole room that is devoted to one subject area. In one of the English/Lit classrooms there are fourteen computers for students to use for writing essays and taking tests. The mobile computer lab is available for teachers for instruction so every student in a class can be on a laptop at the same time. PJ23 subscribes to Discovery Education, an online interactive video service that allows access to over 8,000 video clips and movies. These images bring the world into each classroom in an exciting and stimulating way!

## PART V – CURRICULUM

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### Professional Development

Professional development is two-layered at PJ23 to meet individual teacher's needs and achieve overall school instructional goals. Each year teachers are provided with \$1,200 to be used each for their own specific professional development. The administration meets with each teacher to set individual goals for this professional development. The funds can be spent to join professional organizations, attend conferences and workshops, or to pay university tuition for advance classes. Teachers can focus on individual areas of need, specific expertise, or interests. The second layer of professional development is school-wide and it includes the entire staff on the same topic or topics.

Whole faculty professional development each year includes six in-service days and three orientation days in August. Weekly Wednesday afternoon meetings also include professional development activities. PJ23 teachers agree on two themes each year for school-wide professional development. Sometimes a topic will be selected for a couple of years. For example, PJ23 teachers spent three years learning about brain research. The entire faculty read and discussed books and articles on this topic. Teachers attended workshops, watched the BPS video, *The Brain*, and listened to experts who came to PJ23 to present. Teachers were given resource books with brain compatible teaching strategies to try out. Technology has been another long-term topic for professional development. PJ23 teachers have learned how to use Discovery Education videos for instruction. They have learned how to create documents for Edline, an online parent communication tool.

The faculty at PJ23 votes yearly to select two books to read and discuss as an educational community. These "faculty reads" have study guides that are followed at weekly meetings. Each teacher is committed to improving his or her craft as an educator. These teachers are "life-long learners" and their goal is to inspire their students to become "life-long learners" also!

## PART VI - PRIVATE SCHOOL ADDENDUM

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*The purpose of this addendum is to obtain additional information from private schools as noted below. Attach the completed addendum to the end of the application, before the assessment data tables. Delete if not used.*

1. Private school association(s): National Catholic Educators Association (NCEA)  
 (Identify the religious or independent associations, if any, to which the school belongs. List the primary association first.)

2. Does the school have nonprofit, tax exempt (501(c)(3)) status?      Yes X No     

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

<u>\$ 6,303</u> K	<u>\$ 6,303</u> 1 <sup>st</sup>	<u>\$ 6,303</u> 2 <sup>nd</sup>	<u>\$ 6,303</u> 3 <sup>rd</sup>	<u>\$ 6,303</u> 4 <sup>th</sup>	<u>\$ 6,303</u> 5 <sup>th</sup>
<u>\$ 6,303</u> 6 <sup>th</sup>	<u>\$ 6,303</u> 7 <sup>th</sup>	<u>\$ 6,303</u> 8 <sup>th</sup>	<u>\$ _____</u> 9 <sup>th</sup>	<u>\$ _____</u> 10 <sup>th</sup>	<u>\$ _____</u> 11 <sup>th</sup>
<u>\$ _____</u> 12 <sup>th</sup>	<u>\$ _____</u> Other				

4. What is the educational cost per student?      \$ 6,303  
 (School budget divided by enrollment)

5. What is the average financial aid per student?      \$ 1,762

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?      14 %

7. What percentage of the student body receives scholarship assistance, including tuition reduction?      62 %

## PART VII - ASSESSMENT DATA

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**FORMAT #3**  
**FOR PRIVATE SCHOOLS REPORTING ASSESSMENT DATA**  
**REFERENCED AGAINST NATIONAL NORMS**  
**With Subgroups Less Than 10 Per Class**

**POPE JOHN XXIII SCHOOL**

TERRA NOVA Test  
 Second, 2001  
 CTB McGraw-Hill Publisher

Scores are reported as percentiles.

	2007	2006	2005	2004	2003
Testing month	March	March	March	March	March
<b>Grade 7</b>					
Reading	80	80	80	84	81
Mathematics	83	81	96	91	89
Number of students tested	33	20	15	28	32
Percent of total students tested	100	100	100	100	100
Number alternatively assessed	0	0	0	0	0
Percent alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
African-American Students					
Reading	-	-	-	-	-
Mathematics	-	-	-	-	-
Number of students tested	<10	<10	<10	<10	<10
<b>Grade 5</b>					
Reading	82	84	83	73	79
Mathematics	81	81	78	63	65
Number of students tested	32	30	26	20	17
Percent of total students tested	100	100	100	100	100
Number alternatively assessed	0	0	0	0	0
Percent alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
African-American Students					
Reading	-	-	-	-	-
Mathematics	-	-	-	-	-
Number of students tested	<10	<10	<10	<10	<10

## **PART VII - ASSESSMENT DATA**

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**FORMAT #3**  
**FOR PRIVATE SCHOOLS REPORTING ASSESSMENT DATA**  
**REFERENCED AGAINST NATIONAL NORMS**  
**With Subgroups Less Than 10 Per Class**

**POPE JOHN XXIII SCHOOL**

TERRA NOVA Test  
Second, 2001  
CTB McGraw-Hill Publisher

Scores are reported as percentiles.

	2007	2006	2005	2004	2003
Testing month	March	March	March	March	March
<b>Grade 3</b>					
Reading	77	87	83	82	78
Mathematics	73	79	79	87	74
Number of students tested	42	33	32	30	32
Percent of total students tested	100	100	100	100	100
Number alternatively assessed	0	0	0	0	0
Percent alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
African-American Students					
Reading	-	55	-	-	-
Mathematics	-	70	-	-	-
Number of students tested	<10	11	<10	<10	<10