

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

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

Name of Principal: Mr. Charles Lynch, Jr.

Official School Name: St. Joseph

School Mailing Address:
221 Park Place
Libertyville, IL 60048-2283

County: Lake State School Code Number*: N/A

Telephone: (847) 362-0730 Fax: (847) 362-8130

Web site/URL: www.sjslibertyville.org E-mail: clynch@stjoseph-libertyville.org

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

(Principal's Signature) Date _____

Name of Superintendent*: Sister Mary Paul McCaughey

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

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

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. Tim Herron

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

(School Board President's/Chairperson's Signature) Date _____

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

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

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

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

Does not apply to private schools

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city
- ☐ Suburban school with characteristics typical of an urban area
- ☒ Suburban
- ☐ Small city or town in a rural area
- ☐ Rural

4. 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	19	19	38	7	22	35	57
K	27	21	48	8	23	22	45
1	25	24	49	9			0
2	22	37	59	10			0
3	23	27	50	11			0
4	26	28	54	12			0
5	18	39	57	Other			0
6	26	31	57				
TOTAL STUDENTS IN THE APPLYING SCHOOL							514

6. Racial/ethnic composition of the school:

1 % American Indian or Alaska Native
4 % Asian
1 % Black or African American
2 % Hispanic or Latino
% Native Hawaiian or Other Pacific Islander
88 % White
4 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

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

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	12
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	6
(3)	Total of all transferred students [sum of rows (1) and (2)].	18
(4)	Total number of students in the school as of October 1.	514
(5)	Total transferred students in row (3) divided by total students in row (4).	0.035
(6)	Amount in row (5) multiplied by 100.	3.502

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

Total number limited English proficient 0

Number of languages represented: 0
Specify languages:

9. Students eligible for free/reduced-priced meals: 0 %

Total number students who qualify: 0

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

10. Students receiving special education services: 12 %

Total Number of Students Served: 61

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

<u>2</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>3</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>5</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>51</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>19</u>	<u>0</u>
Special resource teachers/specialists	<u>8</u>	<u>6</u>
Paraprofessionals	<u>6</u>	<u>2</u>
Support staff	<u>3</u>	<u>0</u>
Total number	<u>37</u>	<u>8</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 27 :1

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

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	97%	97%	98%	96%	97%
Daily teacher attendance	99%	99%	99%	99%	9%
Teacher turnover rate	2%	2%	1%	2%	2%

Please provide all explanations below.

The student attendance rates are 97% . We have had very little teacher turnover for the past five years, no more than one or two teachers a year and most cases they were retirements. The dropout rate for our 7th and 8th grades is 0%.

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

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

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

PART III - SUMMARY

St. Joseph School is a K-8 school in the Catholic tradition. The school is situated in a suburban setting in Lake County, Illinois in the town of Libertyville. The school community was founded eighty-two years ago and remains committed to passing on our Catholic faith to present and future generations. The school historically has been predominately white-non-Hispanic, but has in the last few years seen the arrival of minority families that have brought diversity and an appreciation of other cultures.

The mission statement announces that: The School family of Saint Joseph parish is a Catholic community of faith, committed to developing young people who will be life-long learners focused on academic excellence, leading through service and devoted to spreading the Good News of Jesus Christ. The philosophy of the school flows from the mission statement and states that parents are faith partners with the school and both are charged with the formation and education of the whole child. Academically, students are assisted in mastering basic skills, in developing the ability to reason and are provided a responsible environment that encourages creativity. Spiritually, students are given opportunities to develop mature faith, as witnessed by regular worship, moral decision-making and service out-reach. Socially, students engage in experiences which foster self-direction, leadership and team-building skills, which are developed in the classroom, on the fields of competition and within the parish community.

As a school family, St. Joseph School values both tradition and innovation. Great value is placed on making sure that the children are instilled with the basic fundamental reading, writing and mathematical skills that are the hallmarks of an educated person. Great value is placed in providing a curriculum that is based on national, state and Archdiocese of Chicago standards. The curriculum has a consistent and clearly defined approach to learning that is implemented by the entire staff as a child moves from grade to grade. Great value is placed in instilling in our young people life-long skills such as organization, determination, perseverance, responsibility and a commitment to using their God-given talents for the good of mankind. Innovation is also valued. The faculty and staff are life-long learners and are consistently seeking new ways to improve the transmission of our curriculum. Differentiated learning, small groups and cooperative learning are all part of the curricular landscape. The teachers regularly attend workshops and seminars that emphasize "best practices" and that give them new ideas to shape and renew their teaching skills

St. Joseph School has a tradition of creating innovative programs that have enhanced the mission of the school. A religious education program with a full-time coordinator, a guidance counseling program with a full-time professional counselor, a special education program with both a learning disability teacher and a speech therapist, a comprehensive foreign language program from K-8 and a Fine Arts program with a working Artist and Music instructor are integral to the school's mission. All of these programs are rare in a Catholic school setting, but the St. Joseph School community believes in the education of the whole child. The spiritual, social and artistic sides of our humanity cannot, and will not, be ignored.

St. Joseph strives to be the best school it can be while remaining true to the mission that has not changed over the past eighty years. We believe that our ancestors in faith would be very proud of our school today and would rejoice in knowing that their sacrifices were not in vain.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

St. Joseph school is part of the Archdiocese of Chicago School System which uses the Terra Nova Multiple Assessment tests. Although the Archdiocese only requires testing in grades 3, 5 and 7, St. Joseph students in grades 2-7 are tested. This testing is done in March of each year and the results are received in May. In addition, the eighth graders take placement tests for either the local public school (Explore) or the local Catholic high school (Scholastic). All St. Joseph students in grades 2-7 are tested. Students with learning disabilities who have a formal Individualized Educational Plan requiring testing modifications (extended time, tests read aloud and other such modifications) are provided with those accommodations. The CTP-McGraw Hill Company requires that tests administered with modified conditions are to be scored, but not to be included in class averages. The Terra Nova reading test measures objectives in *basic understanding, analyzing text, evaluating and extending meaning, and identifying and applying reading strategies*. The mathematics tests includes objectives covering *numbering and numerical relations, computation and estimation, measurement, geometry and spatial sense, date-statistics and probability, patterns-functions and algebra, problem solving and reasoning, and communication*.

The NP of the Mean NCE scores in reading ranged from 72 in grade 3 to 84 in grade 4. In math the NP of the mean NCE ranged from 78 in grade 6 to 82 in grade 5. When student percentiles in reading are compared to the 90% school ranking provided by Terra Nova by the NCLB-NCR application document, St. Joseph seventh grade students as a group test in the top 10% of all school groups on these national norms. The seventh grade reading NP of the mean NCE is 77 and the math NP of the mean NCE is 79. Over the past five years, the results for reading and math have remained fairly steady. Our reading scores have grown over the past five years particularly in the third, fourth and fifth grade levels. We believe this is due to a new reading program that fostered a more consistent approach to developing reading skills. Our math scores have also shown improvement and can be attributed to the addition of both a new resource teacher on the primary level, as well as an additional remedial math teacher for fifth and sixth grade math students. Every year a number of students transfer after our fifth grade to the public middle school and in turn we usually receive a like number from other schools. This changes the test complexion of our sixth and seventh grades and oftentimes the new students are not proficient in grammar and writing skills. Our scores, however, remain consistently high. We added a new resource teacher for fifth through eighth grade primarily to assist new students and help them integrate into our curriculum. Our Language Arts scores on our Terra Nova tests are extremely high with students scores ranging from the mid-80's to the 90th percentile in seventh grade in March of 2008. We have always had a strong emphasis on grammar and writing. We do not use a whole language approach as such, but while our reading, grammar and writing programs are distinct, they blend into a cohesive curriculum that helps firmly plant the fundamental reading and writing skills our students need to be academically successful.

2. Using Assessment Results:

The administration analyzes the results upon their receipt and gleans an overall view of how St. Joseph School students performed as a whole, as individual grades and as individual students. The teachers receive the results of their homeroom and review them to compare their classroom performance on a daily basis with the student's performance on the tests. The principal and the teachers track students who have consistent lower achievement and may consult the school's special education department for their expertise in identifying any learning deficiencies. The teachers also monitor the progress of all the children to see if the present curriculum is meeting the needs of all students, including the high achieving students. The Cognitive Skills Index, which approximately assesses individual student cognitive ability and the anticipated achievement scores to which actual achievement can be compared, is of particular value to teachers. If a child demonstrates mastery of skills in the classroom, but not on the tests, then there needs to be some further evaluation. If this is an

isolated case, then perhaps the child was confused or distracted in the test process or perhaps remedial work does need to be initiated in order for the child to understand the concept or objective. Since the Terra Nova test results do not arrive until early May, a more intensive study of the results is conducted in the summer when a group of teachers prepare a report that gives teachers information on learning styles, grouping reports on high mastery, partial mastery and non-mastery levels of achievement, and then gives a presentation on any gaps in curriculum that may be inferred from their analysis of the scores. The administration and staff continue to reassess all curricular areas to ensure that the tests objectives of the Terra Nova assessment tests are integrated into the curriculum.

3. Communicating Assessment Results:

St. Joseph School is on the trimester system which covers three twelve week assessment cycles. At the six-week mark of each trimester, a progress report is completed by each teacher. The progress report tells both parents and students how they are progressing in the academic areas. Comments are also made regarding effort and behavior. The trimester report card is issued at the end of the twelve week cycle and gives a complete assessment of the student's academic performance. Formal parent-teacher conferences are scheduled at the end of the first trimester to discuss the child's overall performance in the classroom and as a citizen of the school community. Teachers are always available for parent conferences either by phone or in person. Teachers send home weekly work folders as well as notes and comments about children's progress on a regular basis. Students have an assignment notebook and the school web-site contains information regarding assignments and projects that are due. In the late spring, the individual Terra Nova scores are provided to parents and they have the opportunity to discuss them with the homeroom teacher. A chart indicating a comparison between local and national performance on the measured objectives for grades 2-7 is given to the parents. The principal gives a detailed report on the Terra Nova scores to our local school board (School Advisory Committee). In the summer the Summer Curriculum study group prepares a report on how the Terra Nova scores may impact any curricular changes. Our eighth graders take high school placement tests and the results are communicated to the parents. Our parish and local communities receive regular updates on our student's performance by newsletters and via our web-site.

4. Sharing Success:

St. Joseph School is a member of the Archdiocese of Chicago school system and as such, has ties to other Catholic school communities. Charles Lynch, the school principal, is the current representative of the Lake County Catholic schools to the Archdiocesan Principal's Association and meets regularly with other principals from more than 270 schools. In these regular meetings schools have an opportunity to share their successes as well as concerns on how to better our school programs. During local principal meetings, Mr. Lynch leads discussions on pertinent topics such as professional development, new assessment tools and other areas of interest. Each school not only has a chance to share, but also to learn from the wisdom of others. The principal also meets with representatives from the local public school district and shares information regarding the success of our students. In the event that our school receives the Blue Ribbon, we will be prepared to share our success with the local community and will help other schools learn how to best present their own successes.

St. Joseph School is a feeder school for both the local public high schools and the local Catholic high school. We are proud of our graduates, and are eager to communicate the academic and social successes of students as they enter a new stage in their educational journey. The school's academic counselor is in constant contact with the high schools to ensure a smooth transition and to ensure that the students are in challenging courses. Academic records are sent promptly to ensure that students are given proper consideration for course placement.

Mr. Lynch has been a member of several Archdiocesan School Improvement teams and has visited other Archdiocesan schools to share successes and best practices. Mr. Lynch has been a Chairperson for two North Central Association Visiting teams and is proud to have been of service to other school communities.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The St. Joseph School curriculum flows from the Archdiocese of Chicago Office of Catholic Schools curriculums in all core subject areas. St. Joseph School teachers are state certified and use a variety of methods to meet the needs of students with varied learning styles and levels of ability.

Religion: The primary purpose of our school is to transmit the Catholic faith and traditions to the children of the parish. The religion curriculum has been approved by the Catholic Bishops of the United States. Great value is placed on prayer and worship, parental involvement in sacramental preparation, an understanding of faith traditions and doctrine and a strong emphasis on service.

Language Art (includes reading, English and writing) The language arts curriculum lays a foundation of decoding skills and phonemic awareness skills on the primary level while gradually and consistently building comprehension and critical thinking skills. The use of basal readers and leveled readers on the primary/middle levels leads to an incorporation of novels that are age appropriate, up to and including, the junior high. Spelling, grammar and reading are taught as separate subjects, but the objectives of each are incorporated together. Writing across the curriculum is emphasized on all grade levels.

Mathematics: Students learn best when they understand the "why" behind mathematical rules and procedures. Instruction includes a wide range of strategies and activities aimed at developing mathematical literacy in all students. Problem solving is the focus of our instruction, and emphasizes reasoning over memorization of rules. The math program includes both remedial and advanced math classes.

Science: The science program emphasizes both a hands-on approach and an understanding of scientific principles. A well-equipped science lab is the focal point of the middle and upper grade program and allows students the opportunity to explore, test and discover the wonders of science.

Social Studies: The study of human interaction from the earliest times to the present day forms the basis of the social studies program. Students learn not only historical facts, but the lessons that history teaches us. Geography, community, world and U.S. history are essential components of the program. Students learn to apply principles of government through our student council.

Foreign Language: The Spanish language program encompasses all grades from K-8. The K to 4 program emphasizes basic sounds, vocabulary, and patterns. In fifth grade students begin a two level program that will be completed by the end of eighth grade. The emphasis is on language grammar construction, thematic vocabulary, oral language development and Hispanic culture. One hundred percent of our seventh and eighth graders take Spanish for 125 minutes per week.

Fine Arts (Art and Music) The Fine Arts program stresses that all children should explore their artistic abilities. Art instruction begins in K with a systematic approach to art technique and continues with exposure to various art forms. The school hallways are adorned with murals and student art work. The music program mixes music theory with performance thus encouraging vocal and acting skills. A band program introduces children to musical instruments.

Physical Education/Health: This program emphasizes physical exercise, good nutrition, sportsmanship and team building. Students in grades 5-8 can participate in an extensive after school sports program. A newly hired school nurse assists school-wide efforts to promote a healthy life style.

Guidance Program: The guidance program consists of spiritual, social/emotional and career guidance with a systematic curriculum covering all grade levels.

Special Education Services: A LD teacher, two speech therapists and two resource teachers work together to see that students with special needs are identified and remediated.

Media Center: A computer lab and library comprise the Media Center. The national tech standards are integrated into the program. The Media Center works in tandem with subject and grade curriculums.

2a. (Elementary Schools) Reading:

The goal of the St. Joseph reading curriculum is that the children of St. Joseph School will develop a life-long love for reading. All children can learn to read and efforts are made to remediate the areas of reading weaknesses at the earliest possible stage of development. We believe in a fundamental approach that begins with providing students with phonemic awareness skills that help children learn to read and spell which in turn increases word recognition, reading comprehension and fluency. A speech therapist and LD instructor screen all K, first and second graders for any deficiencies in sound recognition and provide special instruction if necessary. Students are tracked for reading fluency and comprehension and interventions may occur on all grade levels to increase reading proficiency. A resource program for fifth through eighth grades help students maintain and increase reading fluency and comprehension while an accelerated reader program encourages children to read at a challenge level to polish reading skills and foster a love for reading.

The reading program explores a variety of genres through novels and basal reader. All students have a daily homeroom reading class that provides ample time for directed reading skills and practice in addition to their language arts program. The vocabulary program in the junior high uses a Latin and Greek root word approach which, in turn, enhances vocabulary preparation for high school. The reading program follows a consistent approach to the development of reading skills that compliments how we, as a school community, feel that reading should be taught. We believe in this method because the fundamental nature of reading instruction does not change. While styles of presentation may change and methods of motivation may change, the building blocks of reading instruction should remain solid and universal. Frequent assessment of student's reading skills, remediation efforts, accelerated reading, informational reading, reading for pleasure and tracking of student's scores are all vital components of the reading program.

2b. (Secondary Schools) English:

This question is for secondary schools only

3. Additional Curriculum Area:

The guidance curriculum of St. Joseph School is integral to the mission of the school. The guidance program is designed to address the national and local social/emotional learning standards. Students gain understanding and competencies in academic, personal/social and relational domains, allowing them to become life-long learners devoted to spreading the Good News of Jesus Christ. It is our belief that guidance counseling is for

all students, is proactive rather than reactive, is an integrated part of the total educational process and helps students learn more effectively and efficiently.

By participating in the guidance program all students gain an understanding of the school environment, of their self and others and of attitudes and behaviors. Students develop skills in decision-making, problem solving, interpersonal, communication, school success and career awareness in addition to cultivating community pride and involvement.

Through classroom instruction as well as group and individual sessions all students participate in the guidance curriculum. Classroom instruction includes lessons on such topics as problem-solving, conflict resolution, communication skills, friendship skills, study skills, stress management and decision-making skills. The lessons themselves are designed to address these topics at an age appropriate level and therefore, topics are repeated throughout the guidance curriculum as the child passes through successive developmental stages.

The guidance program also incorporates responsive services such as crisis intervention and individual and group counseling. By utilizing individual planning, students are encouraged to make thoughtful, prudent decisions regarding school life, outside activities, and navigating transitions including to high school.

The counselor advises faculty and parents on a wide range of issues related to the comprehensive development of each child. The counselor is in contact with community resources that support and enhance the social/emotional well-being of our children and families.

All of the components of the guidance curriculum support and enhance the general curriculum by fostering a school climate that is conducive to good learning.

4. Instructional Methods:

The school faculty employs a variety of instructional methods to meet the needs of students. In a typical classroom a teacher will use both large and small group instruction to present, review and achieve mastery of a concept. All of the primary classrooms have the services of a teacher aide and parent volunteers who work with children on a one-to-one basis. A primary resource teacher works with small groups and with individual students, both for enrichment and remediation. Cooperative learning is present on all grade levels. The middle and upper grades utilize a departmentalized approach that expose students to various teaching styles and that engage the faculty to work cooperatively to better differentiate learning for each individual. A resource teacher is also part of the upper grade team.

A newly instituted LD/Speech and Language department works with teachers to accommodate instruction and/or modify curriculum to meet the needs of children with special learning needs. This department has also made the faculty more sensitive to the various learning styles for students in general. All classrooms have audio-visual equipment and computers that enhance the learning environment. Some of the classrooms have smart boards that allow for interactive learning and instant assessment. Internet access, both in the classrooms and in the computer lab allow the faculty to develop cross-curricular projects. Students in the upper grades collaborate with students in lower grades on joint curricular projects. Students are encouraged to be independent in their intellectual pursuits, to research and to ask questions. Students learn from one another, from the community and from the world around them. On the elementary level we believe that children should be exposed to all curricula and to find their own passion. When they have the proper academic skills they can use their God-given talents for the good of others.

5. Professional Development:

Each year the school calendar includes seven days set aside for the professional development of the staff. These in-services are designed, in part, by mandates from our Archdiocesan office of Catholic Schools and

from the curricular goals that meet the needs of the school community. The Archdiocese requires two religion in-services each year. The faculty typically comes together for a retreat in the spring of the year. Recently we have had two separate workshops on "Backwards Design", a systematic approach to curricular planning presented by Dr. Loraine Ozar from Loyola University of Chicago. These workshops have been very helpful as we strive to implement a new approach to lesson planning that begins with the end in mind and works backwards to weekly and daily lessons. The faculty participated in a day long workshop on child abuse and mandated reporting by the Illinois Department of Child and Family Services. Each year an in-service on new trends in technology is presented by the school's technology coordinator. A faculty member attends both pre and post-test workshops sponsored by Terra Nova to help us better interpret and utilize the results and to make curriculum adjustments if needed.

All teachers have a \$1,200 allotment for professional development that they can use for workshops or course work. Our teachers attend workshops that they choose and that correspond to their particular curricular area. They are asked to reflect on the value of the workshop and pass on the information to colleagues.

6. School Leadership:

St. Joseph School is part of the Archdiocese of Chicago School system and as such operates under the policies of the Archdiocese. The curriculum department of the Archdiocese has written curriculums that are the model for their schools. While each school is expected to follow these curriculums, schools also have the freedom to adapt them to meet the needs of their particular school community.

The Principal is the chief instructional leader and, as such, has the responsibility to ensure that the curriculum is followed and implemented throughout the school. The Principal of St. Joseph School has designated a qualified curriculum specialist to help oversee the transfer of the written curriculum to the everyday lesson planning. In addition, a staff member who has a strong interest in curriculum works with teachers to facilitate a smooth flow of the curriculum from grade to grade.

Faculty members are assigned to curriculum committees to make sure that the resources we have are adequate to meet the goals of the curriculum. Teachers also plan with their grade level partners to ensure a consistency throughout each particular grade level. For instance, both first grade teachers will meet to go over their curriculums so that they are accomplishing the same goals. Also, the faculty meets weekly as departments. The primary department, the intermediate department and the junior high departments meet to discuss common curriculum issues and also how students are progressing. A summer curriculum institute comprised of faculty and staff has been held for the past few years which provides quality time to review and assess the overall curriculum.

The Principal is a member of the Archdiocesan Principals Association and has direct contact with the Archdiocesan Curriculum Department which enables him to be current with new trends and approaches to curriculum.

PART VI - PRIVATE SCHOOL ADDENDUM

1. Private school association: Catholic
2. Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes X No
3. What are the 2007-2008 tuition rates, by grade? (Do not include room, board, or fees.)

<u>\$3740</u>	<u>\$3740</u>	<u>\$3740</u>	<u>\$3740</u>	<u>\$3740</u>	<u>\$3740</u>
K	1st	2nd	3rd	4th	5th

<u>\$3740</u>	<u>\$3740</u>	<u>\$3740</u>	<u>\$</u>	<u>\$</u>	<u>\$0</u>
6th	7th	8th	9th	10th	11th

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

4. What is the educational cost per student? \$ 3951 (School budget divided by enrollment)
5. What is the average financial aid per student? \$ 200
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?
3 %
7. What percentage of the student body receives scholarship assistance, including tuition reduction?
3 %

PART VII - ASSESSMENT RESULTS

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Subject: Mathematics

Grade: 3 Test: Terra Nova Multiple Assessment

Edition/Publication Year: 2nd Edition/2001 Publisher: CTB McGraw-Hill

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	80	79	84	71	77
Number of students tested	59	56	52	54	58
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

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

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

Notes:

Subject: Reading

Grade: 3 Test: Terra Nova Multiple Assessment

Edition/Publication Year: 2nd Edition/2001 Publisher: CTB McGraw-Hill

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	72	74	77	72	71
Number of students tested	59	56	52	54	58
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					
If the reports use scaled scores, provide the national mean score and standard deviation for the test.					
	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Mathematics

Grade: 4 Test: Terra Nova Multiple Assessment

Edition/Publication Year: 2nd Edition/2001 Publisher: CTB McGraw-Hill

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	80	77	77	76	71
Number of students tested	50	54	58	52	54
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					
If the reports use scaled scores, provide the national mean score and standard deviation for the test.					
	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Reading

Grade: 4 Test: Terra Nova Multiple Assessment

Edition/Publication Year: 2nd Edition/2001 Publisher: CTB McGraw-Hill

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	84	81	80	81	77
Number of students tested	50	51	57	53	54
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					
If the reports use scaled scores, provide the national mean score and standard deviation for the test.					
	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Mathematics

Grade: 5 Test: Terra Nova Multiple Assessment

Edition/Publication Year: 2nd Edition/2001 Publisher: CTB McGraw-Hill

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	82	80	79	80	80
Number of students tested	53	55	50	55	54
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					
If the reports use scaled scores, provide the national mean score and standard deviation for the test.					
	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Reading

Grade: 5 Test: Terra Nova Multiple Assessment

Edition/Publication Year: 2nd Edition/2001 Publisher: CTB McGraw-Hill

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	82	85	85	79	82
Number of students tested	54	55	50	55	54
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					
If the reports use scaled scores, provide the national mean score and standard deviation for the test.					
	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Mathematics

Grade: 6 Test: Terra Nova Multiple Assessment

Edition/Publication Year: 2nd Edition/2001 Publisher: CTB McGraw-Hill

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	78	78	75	87	85
Number of students tested	57	45	46	46	39
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					
If the reports use scaled scores, provide the national mean score and standard deviation for the test.					
	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Reading

Grade: 6 Test: Terra Nova Multiple Assessment

Edition/Publication Year: 2nd Edition/2001 Publisher: CTB McGraw-Hill

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	74	73	74	81	76
Number of students tested	57	46	46	47	41
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					
If the reports use scaled scores, provide the national mean score and standard deviation for the test.					
	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Mathematics

Grade: 7 Test: Terra Nova Multiple Assessment

Edition/Publication Year: 2nd Edition/2001 Publisher: CTB McGraw-Hill

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	79	75	86	85	82
Number of students tested	44	45	51	35	58
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					
If the reports use scaled scores, provide the national mean score and standard deviation for the test.					
	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Reading

Grade: 7 Test: Terra Nova Multiple Assessment

Edition/Publication Year: 2nd Edition/2001 Publisher: CTB McGraw-Hill

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	77	74	85	82	83
Number of students tested	43	43	51	36	58
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					
If the reports use scaled scores, provide the national mean score and standard deviation for the test.					
	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

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