

## 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 **Mrs. Judith Pappas**

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name **St. James School**

(As it should appear in the official records)

School Mailing Address **821 N. Arlington Heights Road**

(If address is P.O. Box, also include street address.)

**Arlington Heights**

**Illinois**

**60004-5698**

City

State

Zip Code+4 (9 digits total)

County **Cook**

State School Code Number\* **NA**

Telephone ( **847** ) **255-6746** Fax ( **847** ) **259.4223**

Web site/URL **www.stjameschoolah.org**

E-mail **jpappas@stjameschoolah.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** ) **751-5212**

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 **Mrs. Sheilya Hackett-Swan**

(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**

**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: \_\_\_\_\_ Elementary schools  
 \_\_\_\_\_ Middle schools  
 \_\_\_\_\_ Junior high schools  
 \_\_\_\_\_ High schools  
 \_\_\_\_\_ Other  
 \_\_\_\_\_ TOTAL
2. District Per Pupil Expenditure: \_\_\_\_\_  
 Average State Per Pupil Expenditure: \_\_\_\_\_

**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. 2 Number of years the principal has been in her/his position at this school.  
2 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	28	31	59	7	29	23	52
K	13	13	26	8	33	39	72
1	18	19	37	9			
2	26	22	48	10			
3	20	22	42	11			
4	17	26	43	12			
5	33	38	71	Other			
6	27	19	46				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>496</b>

6. Racial/ethnic composition of the school:
- |             |                                    |
|-------------|------------------------------------|
| <u>1</u>    | % American Indian or Alaska Native |
| <u>2</u>    | % Asian or Pacific Islander        |
| <u>2</u>    | % Black or African American        |
| <u>5</u>    | % Hispanic or Latino               |
| <u>90</u>   | % White                            |
| <b>100%</b> | <b>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: 15%

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	<b>29</b>
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	<b>47</b>
<b>(3)</b>	Total of all transferred students [sum of rows (1) and (2)]	<b>76</b>
<b>(4)</b>	Total number of students in the school as of October 1	<b>496</b>
<b>(5)</b>	Total transferred students in row (3) divided by total students in row (4)	<b>.15</b>
<b>(6)</b>	Amount in row (5) multiplied by 100	<b>15</b>

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

Number of languages represented: 0  
Specify languages: **None.**

9. Students eligible for free/reduced-priced meals: 0.4%

Total number students who qualify: 2

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.

10. Students receiving special education services: 8 %

42 Total Number of Students Served

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

<u>1</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>5</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>30</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>6</u> Multiple Disabilities	

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

**Number of Staff**

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>21</u>	<u>1</u>
Special resource teachers/specialists	<u>4</u>	<u>5</u>
Paraprofessionals	<u>0</u>	<u>5</u>
Support staff	<u>1</u>	<u>10</u>
Total number	<u>28</u>	<u>21</u>

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

24:1

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off rates.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	98%	97%	97%	95%	95%
Daily teacher attendance	97%	96%	97%	97%	97%
Teacher turnover rate	30%	15%	16%	13%	16%
Student dropout rate (middle/high)	0%	0%	0%	0%	0%
Student drop-off rate (high school)	%	%	%	%	%

## **PART III - SUMMARY**

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For over 80 years, St. James Catholic School has provided high quality, faith-based education to generations of students. Today, St. James School continues as a vibrant, active ministry of St. James Parish. Administrators, teachers, parents, and community members partner to model Christ in the school's mission: to provide a foundation for students to develop their personal relationship with God, an academic culture of meaningful and continuous learning, and tools to shape their beliefs, attitudes, values, and practices in accordance with the Gospel message of social justice.

St. James School is centrally located in the Village of Arlington Heights. St. James promotes an atmosphere of love, support, and acceptance, celebrating each person's unique identity. Strong volunteerism, Christian service, and generational school families are hallmarks of St. James School! Passionate, experienced, and dedicated staff members, and motivated, engaged students, exhibit a sense of ownership and an enthusiastic spirit for their school!

Through the leadership and example of the administration, teachers are encouraged to promote their individualism, contribute to staff development, and engage in service to the parish and community. Effective communication is a priority. Recently, with the aide of a volunteer parent marketing committee, St. James launched a new web site with interactive capacity to amplify the partnership with all stakeholders. In the spring of 2007, a National Study of School Evaluation survey indicated a high degree of all-around satisfaction with the learning environment and academic program. Stakeholders confirmed that St. James School provides a positive impact to the real estate value of the Arlington Heights community.

Building upon a sturdy foundation, St. James School provides a dynamic curriculum which allows students to develop spiritually, academically, socially, emotionally, and physically. Students develop their intellect while striving to reach their potential as a unique creation of God. The St. James School curriculum development is aligned with the Frameworks of the Archdiocese of Chicago and the Illinois State Standards. The expectation of academic excellence in a faith-filled environment, providing project-based learning, and support for all level of learners, sets St. James apart from many schools. From pre-school, through middle school, students are engaged in developmentally appropriate instruction that fosters a love of learning. St. James offers a formative program, including religion, language arts, science, math, social studies, fine arts, and physical education. The use of research-based methods provides a current and rigorous education in all disciplines. Spanish language instruction is added to the core classes list for sixth, seventh, and eighth graders.

At all grade levels, parents participate in and contribute to the children's well-rounded education and spiritual development. Families volunteer and facilitate programs such as Artist Awareness, Science Moms and Dads, Bulldog Press and Bible Study groups. An array of extra-curricular activities invites students to expand their knowledge, skills, and talents, and encourage all students to be of service to the community. Extra and co-curricular classes include **G**oing the **E**xtra **M**ile in **S**ervice (GEMS), beginning, junior, senior and jazz band, drama, scouting, athletics, chess club, money management, cartooning, sewing, and art. St. James' goal is to appeal to and provide for the whole child throughout all of its programs. Upon graduation, students have proven to be successful in the parochial and public high schools they attend, often placing in honors classes and accelerated programs, as well as distinguishing themselves as class and organization officers, leaders among their peers!

By challenging students to reach their potential, be active in their faith, responsible for their learning, accountable for their actions, and prepared to be leaders in facing the demands of their future, St. James School ensures that its students will be self-directed, lifelong learners "Building their Futures with Faith."

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

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### **1. Assessment Results:**

Every March, St. James School administers the Terra Nova, 2<sup>nd</sup> Edition Multiple Assessment Battery to all students in grades three through seven. (Prior to the 2006-2007 school year, only grades three, five and seven were tested annually.) Eighth grade students take placement tests and entrance exams as required by local public and private high schools.

St. James students score above the national average on standardized tests at every grade level and in every subject area. Students' performance is consistently above average as they progress from grade to grade. The mean norm curve equivalent results (MNCE) are above the national mean norm curve equivalent of the normative sample in all areas of reading and math.

The Terra Nova measures the following objectives in reading: basic understanding, analyzing text, identifying and applying reading strategies, and evaluating and extending meaning of written passages. In 2007, the seventh grade achieved a NCE of 68.7 in reading, well above the 90<sup>th</sup> percentile score of 65.8. All of the grades tested in 2007 also achieved scores in excess of the 90<sup>th</sup> percentile in reading.

The mathematics section of the Terra Nova measures the following objectives: number and numerical relations, computation and estimation, measurement, geometry and spatial sense, statistics and probability data, functions and reasoning and communication. The St. James seventh grade class scored a NCE of 69.7 in 2007, substantially above the 90<sup>th</sup> percentile score of 64.1. Grades three through six also scored NCE in the top 10% of the nation.

### **2. Using Assessment Results:**

The Terra Nova results are used diagnostically, aiding in the educational planning for all students. Test objectives are analyzed, using resources provided by the publisher. Strengths and weaknesses are identified. Students' cognitive results are compared to achievement attained. When necessary, further testing is suggested or remediation of lacking skills begins. Curriculum is adjusted annually to relieve deficits and provide for students who excel. Teachers work in vertically aligned teams to recognize students in the upper end of each quartile and target specific objectives for closing any gaps, enabling students to move into the subsequent quartile in the next round of testing. Additionally, the results are used to help evaluate and select instructional materials and prepare school goals.

### **3. Communicating Assessment Results:**

St. James School believes that parents are the primary educators of the child. In order to work as partners in the educational process, communication of a student's progress is a high priority.

Mid-term progress reports and trimester report cards are issued three times a year. Each report card includes academic grades and comments on the student's effort and deportment. Formal parent-teacher conferences are scheduled twice each year, although frequent, informal conversations with parents in person or over the telephone maintain communication, best serving the needs of each child.

In late spring, individual Terra Nova assessment reports are sent home to the parents. The Terra Nova report includes the child's test score in each subject area, as well as detailed observations on the student's level of performance. Upon request, parents and teachers meet in person to plan strategies and form goals needed for student success. A summary and analysis of the school's performance in Terra Nova testing in

all grade levels in prepared and distributed in the weekly newsletter, the parish bulletin and school public relations material.

Eighth grade students who take the District 214 Explore tests or Catholic school entrance exams are provided with their results from the high school. Additionally, a summary of the Explore test results is prepared for distribution to the parish, school families, and parents of prospective school students.

#### 4. **Sharing Success:**

The Mission Statement reminds us that St. James aspires to provide an academic culture of meaningful and continuous learning. To that end, St. James serves as a host to fellow educators who come to observe our classes and student teachers from surrounding universities who wish to observe, learn, and practice their skills as fledgling educators.

A volunteer parent Marketing Committee oversees the school website and marketing materials, and prepares material for the parish bulletin and local newspaper. St. James School hosts several Open Houses for the community throughout the school year. Guided by parents and students, the public is invited to tour the facilities and learn more about our faith-based curriculum and the school's many achievements.

The school's principal belongs to a council of thirteen Catholic Schools whose administrators meet monthly. The council plans staff development and identifies master teachers who can assist where needs exist. The assistant principal is a local expert in literacy. She has provided school staff development, teacher coaching, and has been a guest speaker for educators at local book stores. Both the principal and the assistant principal have been invited to serve on several School Improvement Visitation Teams throughout the Archdiocese of Chicago.

## **PART V – CURRICULUM AND INSTRUCTION**

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### 1. **Curriculum:**

**Religion** – Developing a personal relationship with God through prayer is the foundation of religious education throughout the school years at St. James. Faith education is based on the catechism and teachings of the Roman Catholic faith. Decision making based on values and moral teaching is emphasized as students mature. Daily prayer, planning and participation in weekly all-school liturgies, sacramental preparation and service projects allow students to become active participants in their spiritual growth.

**Language Arts** – Communication through reading, writing, speaking and listening is integrated throughout all curricular areas. Phonics, comprehension strategies, vocabulary development, acquisition of critical thinking skills, analysis, and written response enable students to develop an appreciation of both fiction and nonfiction literature. Journal writing, daily oral language and student publication allow students to implement language skills in practical applications. Formal instruction in grammar skills, spelling, writing mechanics, and oral presentation form the basis from which these skills can be used to effectively communicate learning across the curriculum.

**Mathematics** – Basic mathematical facts are learned and implemented using a structured approach. Students are encouraged to write and articulate their understanding of mathematical concepts and see math in their everyday lives. Word problems are used to sharpen skills in computation, estimation, problem solving and logic. Starting in fourth grade, students are placed in flexible groups for the acquisition and application of math. In seventh and eighth grade, pre-algebra and algebra classes are offered. Upon graduation, students are well-prepared for the rigors of higher level math at the high school level.

**Science** – The scientific method is the stepping stone for the inquiry and application of scientific principles. Observation, data collection, classification, identification, analysis and conclusions are taught

using hands-on activities and experiments. Students see and experience that scientific knowledge is acquired through ongoing investigation into all the sciences: life, physical and earth.

**Social Studies** –In studying the community, geography, history, cultures-past and present, economics, and government students learn: their part in an interconnected global society, their role as citizens and the impact of change upon society. Leadership and government roles come alive through Student Council. Through field trips students see and experience their place in the community and the world.

**Foreign Language** – Spanish is taught daily to all junior high students. In addition to the acquisition of the language, students are immersed in the Spanish culture. Through reading, writing, speaking and discussions of current events as they are related to the Spanish speaking world, students develop an understanding of the impact the culture has on the rest of the world. Forty per cent of St. James graduates place into second year high school Spanish upon graduation.

**Fine Arts, Music** – Elementary art is integrated in the classroom. The junior high has a dedicated art teacher. The art curriculum develops critical thinking skills by providing students with as many experiences in art as possible utilizing a variety of media. The music teacher engages students in acquiring knowledge of musical rhythm, performance, instruments, composers, history, and theory. Band is offered to grades 4 through 8 emphasizing instrument instruction as well as performance.

**Physical Education** – The physical education curriculum develops students' bodies as well as their minds. Through the various units, St. James strives to develop students' positive self-worth, good sportsmanship and responsibility, and an appreciation for lifelong activities.

**Computer and Technology** – Through direct technology instruction, students are expected to be proficient in all Microsoft Office applications when they finish the 8th grade, including Microsoft Word, PowerPoint and Excel. Teachers frequently use PowerPoint and web demonstrations in their instruction. The use of computers and technology are integrated throughout the curriculum at all grade levels. Students are introduced to learning software, taught word processing, keyboarding, basic programming, spreadsheets, use of presentation programs and to make interactive documents. Students engage in research on the internet using appropriate search engines.

## 2a. (Elementary Schools) Reading:

Based on the tenets of the St. James Mission Statement, the reading program is embedded in an academic culture of meaningful and continuous learning sensitive to the gifts of each child. It fulfills this mission by acknowledging the importance of providing student assessment that informs instruction. Reading instruction begins early in the preschool program. Assessment of students' concepts of print, phonemic awareness and alphabet identity detect individual strengths and needs. Literacy centers allow preschool teachers to respond to the gifts and literacy needs of each child through instruction differentiation. A speech pathologist is on hand to provide additional assessment and resource to students whose expressive speech may impede literacy acquisition. As students move into kindergarten, the Illinois Snapshot of Early Literacy (ISEL) is used to assess each individual student. This assessment gives teachers the ability to personalize classroom instruction by providing challenge to those students ready to continue their reading development, as well as one-on-one or small group intervention to those students who need specific strategic instruction. The Jolly Phonics reading program is implemented in kindergarten. Students readily learn critical phonemic skills through kinesthetic intervention. Through Guided Reading, literature centers, and literature circles, children comprehend print using critical thinking skills of analysis, synthesis and evaluation. Because reading and writing are integrated, a parent supported program in all grades, Bulldog Press, gives children an opportunity to write books used for reading and writing practice and enjoyment. As children move to first grade, students are assessed with the ISEL and the McMillan McGraw Hill literacy assessment. A Reading Workshop pull-out program is provided for small groups of students who struggle to read at their grade instructional level. Fluency is assessed in second through eighth grades due to its correlation to reading comprehension. Higher order thinking skills are intentionally and directly taught using the critical objectives of the local Archdiocesan curriculum. Learning to read adapts in Grades 3 through 8 to reading to learn as students apply their reading skills in

nonfiction content areas across the curriculum. In addition to the Prentice Hall Anthology, novel reading promotes critical thinking and analytical skills of inference, evaluation and synthesis. Students are prepared for the rigor of academic reading as well as the joy involved in reading and sharing a good book throughout their lifetime.

### **3. Additional Curriculum Area: Religious Education**

As recently stated on the Archdiocese of Chicago's website, "Catholic faith-learning communities commit to help each student develop his or her potential for conscious, responsible living, healthy relationships and leadership." (accessed 11/26/07).

On a daily basis, our students not only learn all subjects proscribed by the State of Illinois but also engage in rigorous study of the tenets of our faith. In addition, they actively engage in liturgy and social service. From the youngest to the oldest students, they partner in planning and participating in Mass, Word-Communion services, Eucharistic Adoration and all-school liturgies developed around a particular theme. Guided by teachers who are passionate about spiritual formation, they develop values that are consistent with our faith and teach students how to put their faith into action. Upper grade students serve as mentors of the youngsters in spiritual, educational, and social activities as *Prayer Buddies* and *Friends in Faith*.

The latter is demonstrated by student participation in service activities, which assist the local community as well as those in need throughout the world. Examples include: participation in Make-a-Difference Day; student-led on-campus recycling projects; raising funds for the Foundation for Children in Need (India) through their "Change for a Change" campaign; developing relationships in retreats with students from St. Malachy, an inner city Chicago school; and supporting our troops in Iraq by writing to soldiers and donating materials through the *Compadres*, an organization that was established to support Captain John Barkemeyer, a Catholic chaplain in Iraq and Kuwait.

Assessment of religious education is consistent with that of all other subjects. Objective testing of core material is done as well as evaluation of compliance with rubrics, projects, journaling, portfolios, and related assessment tools. Results of spiritual development are clearly present in students' everyday lives, at school and in the community!

St. James School's mission states that we are to "...walk in faith, live in hope and act in love". Thus, the goal of St. James education is to develop young women and men who will contribute the whole society by living out values that enhance the well-being of all.

### **4. Instructional Methods:**

St. James promotes a wide variety of instructional methods to develop student learning. Instructional methods change frequently, based on assessment and student needs. Assessment informs instruction at St. James. Teachers work diligently to differentiate instruction making use of a wide variety of research-based teaching and learning methods. They include but are not limited to: direct and individual instruction, flexible grouping, cooperative grouping, heterogeneous pairing, project-based learning, integrated units, experiential learning, use of technology, and student self-assessment. Guided reading, classroom learning centers, Literature Circles and the Accelerated Math program are examples of how students apply what is learned at their developmental level. In addition, teachers incorporate a variety of visual, auditory and kinesthetic learning tools to encompass the different learning styles of students. Field trips enhance instruction and extend learning outside of the classroom. St. James students learn how to learn through rigorous study skills instruction enabling them to be successful throughout a lifetime of learning.

Resource teachers work with special needs students both in and out of the classroom in small groups to provide additional instruction and understanding of classroom learning. They conference frequently with classroom teachers to help modify classroom assignments and design reasonable, yet challenging goals to meet individual needs. The enrichment teacher challenges students to reach beyond the scope of the prescribed curriculum. Teacher aides support the classroom teacher, providing additional opportunities for small group and individual instruction.

### 5. Professional Development:

Ongoing, well-defined professional development is integral to the professionally developing community of learners that distinguishes a St. James teacher.

Among the innovations, here at St. James in the area of staff development has been the introduction and completion of the Portfolio of Reflective Instruction. This portfolio is a collection of tangible evidence of teacher research and reflective practice demonstrating professional growth in an area of instruction chosen by each teacher. Each teacher's portfolio includes: a rationale for the choice of topics, evidence of research, a plan for classroom implementation, the actual implementation of the teacher's plan, a reflective journal, a plan for sharing the knowledge gained with colleagues, and a self-evaluation.

As professional educators of St. James School and lifetime learners, all teachers are committed to knowing current research in the field of education, improving their knowledge base of instructional best-practices, reflecting on that learning, and sharing that knowledge with all members of the St. James community of learners. The Portfolio of Reflective Instruction is evidence of that commitment.

The Assistant Principal offers presentations of best-practice instruction. Teachers may share their developing Reflective Portfolios with each other, instructional videos portraying actual classroom instruction are watched and analyzed, and successful classroom practices are shared. Book Clubs were organized where teachers chose a professional book promoting reading strategies, Strategies That Work (Harvey and Goudvis), or, Is That a Fact? (Stead) writing resource to read together, discuss, and implement.

Students are aware of their instructors' ongoing learning, as they become the benefactors of new knowledge and strategies. As teachers learn that through reflection, they become more effective at their craft. The practice of reflection upon a day's work transfers to the students. Children become more effective learners as they reflect on their successes and challenges. Thinking about what they have done gives students the opportunity to choose high yield strategies as they provide evidence of their learning and demonstrate their commitment to academic excellence.

## **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 Education Association (NCEA)  
Catholic Conference of Illinois

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.)

Tuition rates are the same for all grades Full day K-8, but vary by family size and parish participation as shown below:

<b>Tuition Rate</b>	<b>Participating Family Cost</b>	<b>Per Student Cost</b>	<b>Non-Participation Family Cost</b>	<b>Non-participating Per Student Cost</b>
1 Child (1/2 Day K)	\$2,296	\$2,296	\$3,096	\$3,096
1 Child Full Day (K-8)	\$3,766	\$3,766	\$4,566	\$4,566
2 Children (1/2K-8) *	\$5,867	\$2,934	\$6,667	\$3,334
3 Children (1/2K-8) *	\$7,533	\$2,511	\$8,333	\$2,778
4 Children (1/2K-8) *	\$8,836	\$2,209	\$9,636	\$2,409
Preschool 3 year-old	\$1,350	\$1,350	\$1,350	\$1,350
Preschool 4 year-old	\$1,675	\$1,675	\$1,675	\$1,675

\* Additional Fee of \$1,470 for Full day Kindergarten

- 4. What is the educational cost per student?  
(School budget divided by enrollment) \$ 4,324
  
- 5. What is the average financial aid per student? \$ 935
  
- 6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 0 %
  
- 7. What percentage of the student body receives scholarship assistance, including tuition reduction? 1 %

# PART VII - ASSESSMENT RESULTS

## ST JAMES SCHOOL

Terra-Nova  
Second Edition, 2001  
CTB/McGraw Hill

Scores are reported as National Curved Equivalent (NCE).

	2007	2006	2005	2004	2003
Testing month	March	March	March	March	March
<b>Grade 7</b>					
Reading	68.7	70.6	71.3	67.9	68.5
Mathematics	69.7	72.9	68.0	64.8	68.1
Number of students tested	69	51	81	72	82
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>Grade 6</b>					
Reading	68.2				
Mathematics	77.0				
Number of students tested	51				
Percent of total students tested	100%				
** Number alternatively assessed	0				
Percent alternatively assessed	0%				
<b>Grade 5</b>					
Reading	69.7	72.5	71.3	69.9	71.0
Mathematics	70.4	70.6	66.1	69.2	68.0
Number of students tested	59	64	91	87	101
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>Grade 4</b>					
Reading	73.3				
Mathematics	70.3				
Number of students tested	69				
Percent of total students tested	100%				
** Number alternatively assessed	0				
Percent alternatively assessed	0%				
<b>Grade 3</b>					
Reading	72.1	66.8	64.2	67.5	66.0
Mathematics	72.8	67.0	68.5	72.4	64.0
Number of students tested	43	79	67	72	102
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%

\*\* All students are tested. Students with IEP's requiring testing accommodations (extended time, test read aloud) are excluded from group norms by the testing company.

