

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: Mrs. Dawn Kapka

Official School Name: St. Raymond School

School Mailing Address:
300 South Elmhurst Avenue
Mount Prospect, IL 60056-3129

County: Cook State School Code Number*: 49

Telephone: (847) 253-8555 Fax: (847) 253-8939

Web site/URL: www.st-raymond.org E-mail: dawn.kapka@st-raymond.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*:

District Name: n/a Tel:

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: Mrs. Bonnie Klaus

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. 2 Number of years the principal has been in her/his position at this school.

 1 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	27	35	62	7	22	32	54
K	15	24	39	8	21	34	55
1	21	29	50	9			0
2	30	26	56	10			0
3	25	22	47	11			0
4	27	32	59	12			0
5	28	30	58	Other			0
6	30	23	53				
TOTAL STUDENTS IN THE APPLYING SCHOOL							533

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
1 % Asian
0 % Black or African American
5 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
90 % White
3 % 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: 1 %

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.	3
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	3
(3)	Total of all transferred students [sum of rows (1) and (2)].	6
(4)	Total number of students in the school as of October 1.	533
(5)	Total transferred students in row (3) divided by total students in row (4).	0.011
(6)	Amount in row (5) multiplied by 100.	1.126

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: 7 %

Total Number of Students Served: 35

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>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>11</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>5</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>26</u> Speech or Language Impairment
<u>4</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>2</u>	<u>0</u>
Classroom teachers	<u>24</u>	<u>4</u>
Special resource teachers/specialists	<u>3</u>	<u>2</u>
Paraprofessionals	<u>1</u>	<u>7</u>
Support staff	<u>3</u>	<u>1</u>
Total number	<u>33</u>	<u>14</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 21 :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%	96%	96%	96%	97%
Daily teacher attendance	97%	98%	98%	97%	98%
Teacher turnover rate	19%	14%	12%	11%	9%

Please provide all explanations below.

In the 2007-2008 school year the teacher turn-over rate was over 12% due to the retirement of two teachers, the return to school for master's degrees by two teachers and one teacher leaving for family obligations. The turnover rate in the 2006-2007 school year was largely due to the fact that four teachers retired.

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

PART III - SUMMARY

The best place in the country to raise children is Mount Prospect, Illinois, according to the November, 2008 issue of Business Week magazine. And within Mount Prospect, the best place to educate children is St. Raymond School.

The well-rounded education at St. Raymond School is based on the premise that learning is not a race for information but rather a walk of discovery. Accordingly, for the past 54 years St. Raymond School has consistently delivered to area high schools many of their best qualified, highest testing students. In fact, many St. Raymond School graduates have gone on to become National Merit finalists and scholarship recipients and have excelled at nationally-known colleges, universities and graduate schools. St. Raymond Alumni have also initiated clubs and organizations in their high schools that have enriched the extra-curricular experiences of themselves and their fellow students. The unique nurturing and community atmosphere of St. Raymond School is at the heart of this achievement because administrators, teachers and parents, along with members of the community, work together to develop young people who are prepared to become responsible and contributing members of society.

St. Raymond School's vision focuses on four different areas of student development: Catholic Identity, Excellence in Life, Service, and Leadership. The St. Raymond School faculty and staff incorporate the Gospel message into all subject areas while helping the students develop a life-long relationship with God and an appreciation for the Catholic faith. In addition, St. Raymond School has a long-standing reputation for overall excellence. The students are challenged to become critical thinkers and problem solvers as they maintain a positive curiosity and respect for the gift of learning. St. Raymond School offers many opportunities for students to grow through multiple experiences such as athletics, after school clubs, academic quiz bowl, service clubs, peace committee, peer mediation team, student leadership commission and much more. These opportunities help to shape individuals who will grow to become productive adults. Above all, the students have a respect and appreciation for themselves, the world they live in and all human beings. The ultimate goal of St. Raymond School is to send students to high school with a solid moral foundation and who are academically prepared and committed to being life-long learners.

Teaching is based on the traditional Catholic School structure and students and faculty enjoy learning and teaching in the original school building, as well as in a recently renovated building with a state of the art computer lab, science lab, music/band room, cafeteria, gymnasium, junior high classrooms and enhanced library. The City of Little Saints preschool program is committed to providing a multitude of learning experiences for three to four year old children while preparing them for their school years and beyond. Nurturing teaching styles are evident in the early childhood classrooms which provide the necessary spark to light the fire of learning. The vibrant early childhood classroom spaces are filled with a variety of activities and materials that encourage the children to discover and explore their interests and abilities.

The faculty, staff and parents work together to enhance the educational environment for all St. Raymond students. The music program offers six different bands for students to join. The art program and mural club are dedicated to discovering and nurturing the artist in everyone and the annual Art Fair showcases everyone's talents. The Science Fair, Science Olympics, Geography Bee and Cultural Arts assemblies offer learning opportunities outside the classroom. In addition, St. Raymond School's positive, vibrant spirit becomes especially evident at annual traditions such as the Halloween Parade, Special Person's Day, Family Sock Hop, Catholic Schools Week events, all-school pep rallies, basketball tournaments and Junior High dances. St. Raymond School thrives on being alive and active through work, play, friendship and faith and seeks to develop students who are dedicated to making a positive impact on the world.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The students at St. Raymond School have a history of achieving excellence on standardized tests. As an Archdiocesan requirement, St. Raymond students take the Terra Nova Second Edition Multiple Assessment, a nationally normed test, which is administered in third, fifth and seventh grades. The second grade students take the Terra Nova Complete Battery Test in an effort to identify student needs at an earlier level. St. Raymond School's scores validate its academic excellence. Indeed, the school's test scores consistently exceed the 90th percentile required for Blue Ribbon Schools. Students with learning disabilities who qualify for test modifications are provided with those accommodations throughout the testing period. However, the CTB McGraw Hill Company requires that tests administered with modification conditions are to be scored but not included in class averages. At St. Raymond School, very few students meet the requirement for accommodations on this national test; however, even the small sub-set of complex learners demonstrate consistent growth through their eighth grade year.

The scores for the 2007-2008 school year are reported in National Percentile Scores. National Percentile Scores represent a national ranking. For example, the seventh grade reading median (middle) score is an 82%, meaning that the middle score in seventh grade falls at the 82nd percentile, well above the national average. The median language score of our seventh grade students is 91% and the median math score is 90%. These scores demonstrate that the vast majority of the seventh grade students fall within the top quartile on this national assessment.

The scores specific to fifth grade are as follows: the median score in reading is 85%, the median score in language is 92% and the median score in math is 85%. Again, these numbers reflect the high percentage of our students who fall in the top quartile. The scores specific to third grade are as follows: the median score in reading is 71%, the median score in language is 75%, and the median score in math is 78%. The scores specific to second grade are as follows: the median score in reading is 78%, the median score in language is 80% and the median score in math is 77%.

Our longitudinal studies reflect consistent gains in individual student scores as they continue their educational experience at St. Raymond School. The intermediate grade scores higher than the primary grades, with junior high students scoring the highest across all of the grade levels tested. Therefore, the trend at St. Raymond School, evident in our past five years of testing, is individual growth with every passing year.

The eighth grade students at St. Raymond School take the District 214 Explore Placement Tests in the fall of their eighth grade year as a requirement for entrance into high school. Some of the students choose to take the private high school entrance exam at the private school of their choice. Out of approximately seventeen feeder schools that take the District 214 test, St. Raymond students consistently score in third place or above on the overall composite ranking.

Another indicator of academic success is the achievement of our St. Raymond alumni who are very successful in high school and beyond. The educational foundation they receive during their nine to eleven years at St. Raymond School provides them with the necessary tools for learning to continue their successful academic careers. Based on the entrance test scores achieved in eighth grade, the majority of St. Raymond graduates are placed in above grade level classes in respective high schools. St. Raymond students demonstrate academic excellence well beyond their years at St. Raymond School.

2. Using Assessment Results:

The Terra Nova tests assist the teachers and administrators at St. Raymond School with instructional planning and tracking of student performance. The Terra Nova test is used to monitor the school's academic progress and support curriculum decisions. Group summaries help teachers identify areas that need to be emphasized in the curriculum. These scores are used to analyze the strengths and weaknesses of individual students as well as to monitor their progress. The teachers and administrators track the students with consistently low achievement as this helps to identify those who are having academic difficulty. Interventions are then put in place to support these students. The result of this assessment tool supports the teachers in their knowledge of individual learners. The Terra Nova test results also assist in identifying students who are in need of enrichment opportunities. St. Raymond School is fortunate to have an accelerated pull-out program in the areas of Language Arts and Math for students in grades two through eight. Students performing in the top five percent of the student body may qualify for this program based on this assessment and other variables. St. Raymond School also uses these test results to identify students who may not qualify for our accelerated program, but may need further challenges to supplement their learning.

Finally, Terra Nova reports are used in the beginning of the school year to help teachers learn more about their new group of students. These tests give insight into how students learn best and can be used to optimize learning for the school year. Teachers utilize the high mastery, partial mastery and low mastery student groupings for each objective to drive their instruction.

3. Communicating Assessment Results:

After receiving the Terra Nova test results in May, the administration sends out the individual Home Reports to the parents of every student in grades 2, 3, 5, and 7, accompanied by a cover letter explaining the test results in detail. This information includes the percentile of those students, in that particular grade level, who scored in the top two quartiles. The information is very helpful in communicating the school's high level of academic excellence. As parents are partners in the education of their children, they are invited to meet individually with the administration if specific concerns or questions arise regarding their child's scores. This personal attention helps the parents understand how to interpret the results and how to support their child's learning process. Each year many parents take advantage of this invitation. At the end of May, all parents are invited to attend a State of the School presentation. At that meeting, grade level results are discussed. The St. Raymond School administrative team is proud to share the Terra Nova test results at this public forum as they further demonstrate the school's commitment to academic excellence.

The eighth grade students who take the District 214 Explore Test and/or the Catholic School Entrance Exam are provided with those results from the secondary educational institution. Additionally, a summary of the Explore test results is communicated to the St. Raymond administration. Those results are then shared with the parent community at the State of the School presentation in May. Each year the faculty and staff celebrate the success of the students and are proud to share it with the stakeholders.

4. Sharing Success:

The faculty and staff, along with the School Advisory Commission, have much to celebrate in regard to the continued success of St. Raymond School. The administration takes many opportunities to celebrate these successes with the St. Raymond Parish community and beyond. For example, the day school spotlights weekly events in the St. Raymond Parish Sunday bulletin. Throughout the school year, each grade level team

has the opportunity to showcase their curriculum and achievements in the bulletin. The School Advisory Commission also markets the school by means of a committee that oversees marketing opportunities and prepares materials for distribution. St. Raymond School hosts several Open Houses throughout the school year where the public is invited to tour the facility and learn more about the curriculum and instructional practices which foster academic excellence.

The administration strives to communicate effectively with all of its constituents. A weekly online communication, the *Friday Flyer*, shares the school successes with the parent community and the Archdiocesan Office of Catholic Schools. The *Friday Flyer*, a long-standing tradition at the school, is a wonderful tool that fosters open lines of communication between school and home and keeps parents informed of all the good news at St. Raymond School. The administration attends articulation meetings with the public and private high schools to learn of high school expectations and requirements and to share the strengths of St. Raymond School specific to curriculum and student performance. This dialogue is critical to assist our students in making successful transitions to high school.

In the event that the school is awarded the Blue Ribbon status, St. Raymond School will work diligently with the marketing committee to promote this prestigious award to all surrounding communities through the local media. St. Raymond School will further promote news of the award by holding a school celebration with local dignitaries; by distributing t-shirts and posters; and by purchasing a building-size blue ribbon banner that will be visible to the entire community.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Physical Education: Fitness and teamwork are the basis of the Physical Education program. Units are planned to ensure that the psychomotor and cognitive domains are satisfied daily. Correct game play and strategy are discussed and, in the higher grades, written tests are used for assessment. There is also an interscholastic sports program available for the students.

Music and Art: Students develop knowledge of musical principles by studying theory, style, world music, eras of music, instruments and composers. Band is offered to grades 4-8. Students in grades K-4 have Art incorporated in the regular curriculum. Grades 5-8 have classes emphasizing art history, artists, styles and theory using a variety of media.

Foreign Language: Students in grades seven and eight receive Spanish instruction three days a week. The Spanish program focuses on vocabulary, grammar, writing and conversation. Knowledge of the Spanish culture is stressed through celebration of their major holidays. A high majority of the eighth grade students place into Spanish II in their freshman year.

Computer Technology: All students have formal computer classes beginning with four-year-old preschool. Skills taught include keyboarding, word processing, spreadsheets, graphing, multimedia (Power Point and Movie Maker), graphic design and internet research including United Streaming and internet safety.

Math: The math curriculum stresses competence in basic math concepts using problem-solving strategies to compute, analyze and estimate data. Word problems, direct instruction and examination of real world situations and the use of manipulatives enable the student to understand application of math skills. Many students graduate to advanced and honors math programs in high school.

Social Studies: The Social Studies curriculum includes the study of history, geography, sociology and economics. The values, beliefs and cultures of a diverse world population are emphasized, thereby helping the students become effective members of the world community. By studying social and global issues, students develop critical thinking skills leading to responsible citizenship. Hands-on projects and cooperative group experiences enhance the Social Studies program.

Science: Through the study of Life, Earth and Physical science students develop scientific and critical thinking skills. The scientific method is emphasized as students learn to explore, discover, describe and demonstrate their knowledge in multiple ways. Direct instruction, hands-on experiments, labs, projects and presentations enable students to enrich their scientific knowledge. A Science Fair in Junior High allows students to demonstrate their knowledge in a project based on the scientific method.

Language Arts: The Language Arts curriculum emphasizes reading, writing, grammar, spelling, vocabulary and speaking skills. Beginning with multi-sensory instruction in pre-school, the students are exposed to a wide variety of age-appropriate literature to develop comprehension, analysis and critical thinking skills. Students are taught the main types of writing with an emphasis on the Six Traits approach. Through journals, compositions, essays and creative writing assignments, effective written communication is stressed. The school newspaper is an additional outlet for development of writing skills. Effective oral communication skills are also emphasized.

Religion: Instruction in the catechism and teachings of Jesus Christ begins in preschool with the implementation of Catechesis of the Good Shepherd. With the study of the Old and New Testament, church history and preparation for sacraments students reach an appreciation of their faith and gospel values. Through daily prayer, student-planned liturgies, an emphasis on service and exposure to social justice issues students develop a relationship with God and their community. Emphasis is placed on guiding students toward responsible moral decision-making and a commitment to their faith.

2a. (Elementary Schools) Reading:

Acknowledging the vital importance of reading as a life skill necessary for success in all academic areas, the St. Raymond School faculty is fully committed to the importance of reading literacy. Beginning in the formative preschool years, the teachers build the students' reading readiness abilities through the use of the Jolly Phonics and Handwriting Without Tears programs.

As the children advance grade levels, the Language Arts curriculum is addressed through the use of the Scott Foresman series, novel strands, Six Traits of Writing, and guided reading practices. Students are placed in heterogeneous groupings which encourage differentiated instruction based on individual ability. In addition to guided reading, students are involved in various student centered activities which reinforce phonemic awareness and phonics, word recognition and spelling, vocabulary development and morphology, grammar and usage, and listening and reading comprehension. The teachers at St. Raymond School are committed to differentiating their instruction in literacy by using the Response to Intervention framework. At risk students in the area of Language Arts may be supported by our Resource teachers with tier II or III interventions. St. Raymond School also has a gifted program in the area of Language Arts which extends and deepens the students' vocabulary and comprehension at a high level of understanding.

Our teachers instill a love of reading by exposing students to various literary genres. The teachers focus on Bloom's Taxonomy as a framework to deliver instruction as students develop their proficiency in all facets of Language Arts. Students are able to learn higher order reasoning skills and reading comprehension when teachers help the students connect the text to themselves, to other texts, and to the world. Collectively, St. Raymond School works to instill a passion and life-long appreciation for the written word.

2b. (Secondary Schools) English:

This question is for secondary schools only

3. Additional Curriculum Area:

Technology has become the heartbeat of our school. In this constantly changing world, the St. Raymond faculty and staff are committed to keeping pace with the latest advances in this critical area. The school's mission is to prepare students academically while entwining technology into all areas of the curriculum. The goal is to ensure that the students graduate with the necessary skills to become contributing members of society. St. Raymond School introduces the fundamentals of technology to our preschoolers through age-appropriate software that sparks a love for learning, while developing computer and keyboarding skills that are built upon subsequently each year through eighth grade. Individualized "One on One" sessions for first and second graders reinforce weekly class skills and solidify a foundation to build upon. At an early age, students become proficient with challenging assignments that prepare them for high school and beyond. They are guided through proper internet research integrating technology through classroom projects. There is a true sense of collaboration between computer, general education, and other special area teachers to submerge

technology into all subject areas. An example is the *Chicago* unit that was developed through the cooperation of the Technology team and teachers of grades one through eight. The unit's focal point was early history, places to visit, landmarks, famous Chicagoans, sports and special events in Chicago history. The project culminated in a Chicago Fair for the school and parish community. One component of the unit was a movie documentary that was researched, written and filmed by fourth grade. This unit was featured in *ICE Cube* (Volume 2007, Issue 3), the newsletter for *Illinois Computing Educators*, and also in the local newspaper, *The Daily Herald*. Another example of collaboration was evidenced when technology was integrated in a school-wide mock presidential campaign and election. Research and note taking skills were refined, while graphic organizers became outlines for persuasive essays that were the catalyst for speeches and a debate prior to the vote. Technology is unquestionably a vital component of the St. Raymond School curriculum and is utilized to provide essential skills in every student.

4. Instructional Methods:

St. Raymond School offers a unique three-fold program to meet the individual needs of all our students.

The Quest program serves students in grades three through eight with a demonstrated need for academic enrichment and acceleration. Two full-time teachers provide daily instruction in math, literature and English, and weekly instruction in philosophy and Latin. Higher level thinking and reasoning skills are emphasized by using Bloom's Taxonomy. Students explore units in greater depth and often share what they are learning with the rest of the class.

The Resource Center services students in Kindergarten through eighth grade with academic difficulties and diagnosed learning disabilities. The Response to Intervention model to instruction is evident by using both a push-in and pull-out approach. Two full-time teachers work with students to meet their learning needs. The resource teachers use tier II interventions such as push-in instructional support in the regular education classroom. This instructional assistance is designed to support those performing slightly below grade level in the areas of math, reading, written expression and foreign language. Small group pull-out instruction is a tier III intervention for more focused instruction in both reading and math curriculums. The Direct Instruction reading method is a specific example of a tier III intervention used to address the early intervention needs of those students most at risk in the early grades.

St. Raymond general education teachers employ many research-based techniques to differentiate instruction. The following teaching methods are used in the classroom: guided reading, math manipulatives, project-based learning, small group instruction, rubric assessment, and thematic units. Technology and art are integrated within the curriculum. These techniques support curriculum objectives and meet best practices with the understanding that all students learn in different ways.

All teachers in all subjects and curriculums work together, meeting regularly, to ensure that students' needs are identified and goals met. The resources, flexibility, planning and choices available to children contribute to the overall excellence of St. Raymond School.

5. Professional Development:

The administrative team, along with the teachers at St. Raymond School, is committed to professional development as it is a critical link to student achievement. The administrators are committed to continuing their own professional development which includes, but is not limited to, graduate studies and leadership workshops offered by the Office of Catholic Schools. The administrators enthusiastically support every opportunity for the teachers of St. Raymond School to attend nationally renowned workshops presented by experts in the field of education who share their knowledge in their specific areas of expertise. All teachers

attend professional development opportunities offered by the Archdiocese of Chicago and the many professional organizations to which they belong.

At a local level, within St. Raymond School, the entire faculty participates in year-round workshops to grow in their understanding of best practices which ultimately improves student learning. Some examples of these workshops include instruction on Six Traits of Writing, Backwards Design, Curriculum Mapping, authentic assessment, multiple intelligences, differentiated instruction, bullying and conflict resolution, school safety and health education. The school provides \$1200 annually to each teacher to use for seminars, conferences, workshops, subscriptions and graduate studies to continue individual education and professional development. The administration optimizes the use of Title funds that are approved for professional development. School staff development goals are determined through a collaborative effort involving the St. Raymond School administration as well as the teachers. Faculty meetings present opportunities for teachers to celebrate successes in their classroom, as well as to share innovative ideas they have learned through workshops, conferences and graduate courses. As professional educators and life-long learners, the teachers at St. Raymond School share their accumulation of knowledge with one another and continue their professional development so that optimal learning can occur for all students.

6. School Leadership:

The leadership structure that is utilized at St. Raymond School embraces Thomas Sergiovanni's Servant Leadership Model which fosters a climate of cooperation and collaboration while leading and guiding teachers with a shared vision and high level of expectation for excellence in all areas of education. The administrative team, consisting of a Principal and Assistant Principal, works together to serve the student body, faculty and staff as well as the parent community to the best of their abilities. The true sense of partnership creates a school climate that is one of openness and warmth, inviting a solid family culture that promotes student success.

The administrative team has a wonderful relationship with the faculty and staff. They meet on a weekly basis with grade level teams to discuss pertinent topics related to curriculum and student needs. This hands-on leadership approach shows a high level of commitment to the teachers as they work in partnership to prepare the St. Raymond students academically, socially, spiritually and morally to become responsible and contributing members of society.

The school administrative team works collaboratively with the greater parent community to ensure that policies, programs and resources focus on improving student achievement. In large part, the many cultural arts programs, after school clubs, athletic events, and service leadership opportunities available to the St. Raymond student body would not be as comprehensive and exemplary if it was not for the true partnership between the administration, the Family and School Association, the School Advisory Commission and the Athletic Association. All of these organizations are run by many dedicated parent volunteers who are very much invested in this school community and willing to serve on these commissions.

PART VI - PRIVATE SCHOOL ADDENDUM

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

<u>\$2240</u>	<u>\$3520</u>	<u>\$3520</u>	<u>\$3520</u>	<u>\$3520</u>	<u>\$3520</u>
K	1st	2nd	3rd	4th	5th

<u>\$3520</u>	<u>\$3520</u>	<u>\$3520</u>	<u>\$0</u>	<u>\$0</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? \$ 4524 (School budget divided by enrollment)
5. What is the average financial aid per student? \$ 783
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?
20 %
7. What percentage of the student body receives scholarship assistance, including tuition reduction?
100 %

PART VII - ASSESSMENT RESULTS

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Subject: Mathematics

Grade: 3 Test: Terra Nova

Edition/Publication Year: Second 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	78	80	75	85
Number of students tested	47	60	58	55	56
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

Edition/Publication Year: Second Edition/2001 Publisher: CTB McCraw-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	77	75	69	79
Number of students tested	47	60	58	54	56
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

Edition/Publication Year: Second 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	83	80	86	76	85
Number of students tested	58	52	55	59	61
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

Edition/Publication Year: Second 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	85	83	87	81	87
Number of students tested	57	52	55	59	61
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

Edition/Publication Year: Second 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	90	84	88	85	89
Number of students tested	54	53	60	54	59
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

Edition/Publication Year: Second 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	74	85	79	85
Number of students tested	54	53	60	54	59
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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