

U.S. Department of Education
2010 - Blue Ribbon Schools Program

Type of School: (Check all that apply) Charter Title I Magnet Choice

Name of Principal: Miss Colleen M. Cannon

Official School Name: St Josaphat School

School Mailing Address:
2245 N. Southport Ave.
Chicago, IL 60201-3175

County: Cook State School Code Number*: 14-016-453X-10

Telephone: (773) 549-0909 Fax: (773) 549-3127

Web site/URL: www.stjosaphat.net E-mail: ccannon@stjosaphat.net

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.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Sister Mary Paul McCaughey

District Name: Archdiocese of Chicago Tel: (312) 534-5212

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.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. James Eberle

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.

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

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

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. 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 2009-2010 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 Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
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. 4 Number of years the principal has been in her/his position 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	33	35	68	6	13	12	25
K	26	19	45	7	15	9	24
1	21	24	45	8	10	6	16
2	14	10	24	9			0
3	11	15	26	10			0
4	16	10	26	11			0
5	13	14	27	12			0
TOTAL STUDENTS IN THE APPLYING SCHOOL							326

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
1 % Asian
1 % Black or African American
7 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
88 % 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.	0
(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)].	3
(4)	Total number of students in the school as of October 1.	305
(5)	Total transferred students in row (3) divided by total students in row (4).	0.010
(6)	Amount in row (5) multiplied by 100.	0.984

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: 2 %

Total number students who qualify: 8

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: 0 %

Total Number of Students Served: 0

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> </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u> </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> </u> Specific Learning Disability
<u> </u> Emotional Disturbance	<u> </u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u> </u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u> </u> Multiple Disabilities	<u> </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> </u>
Classroom teachers	<u>17</u>	<u> </u>
Special resource teachers/specialists	<u>4</u>	<u>4</u>
Paraprofessionals	<u>6</u>	<u>4</u>
Support staff	<u>4</u>	<u>2</u>
Total number	<u>33</u>	<u>10</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 15 :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%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	97%	97%	96%	96%	96%
Daily teacher attendance	97%	98%	97%	96%	96%
Teacher turnover rate	3%	3%	11%	3%	10%
Student dropout rate	%	%	%	%	%

Please provide all explanations below.

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

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

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

PART III - SUMMARY

Chicago may be the second city, but it is second to none in being an exceptional place to raise children. More and more families who could choose to move to the suburbs are instead choosing to stay in the city to raise their children. Many of those in the Lincoln Park area are selecting St. Josaphat School to educate their children. Established in 1884, the school experienced times of expanding and falling enrollment. By 1986 the school was in danger of closing due to declining enrollment. Today, it is a vibrant, growing school with a student population in preschool through eighth grade that has increased from 255 to 330 over the past 4 years.

The school and parish are in the midst of a capital campaign with a goal of raising 5 million dollars, 4 million of which will go to the school, to add a new building and renovate existing ones. Parent loyalty to the school and its educational mission can be seen in the success of this campaign in these difficult economic times. Over 60% of school families pledged in the first three months of the campaign with nearly three million dollars pledged so far. The goal is to have 100% of the parent population pledge. Even parents with very limited means have made a modest pledge.

St. Josaphat School's philosophy states that the school exists to create a Christian educational community where knowledge and culture, integrated with faith, are shared among students, teachers, staff, and parents. Because of the belief that parents are the primary educators of their children, SJS strives to maintain a working partnership with them in educating students. Parents are truly educational partners at St. Josaphat School. Each family is asked to complete twenty volunteer hours each school year with 100% compliance. The majority of families willingly volunteer more hours than required. Parent volunteers are an integral part of the fabric of the school and the frequent two-way communication keeps each family "in the loop".

Sharing among students, teachers, administrators, and parents, while a daily occurrence, can be easily seen through two all-school, cross-curricular integrated projects. All students from Preschool through 8th grade learn with the same topical theme during a two-week period twice a year. In March, the entire school studies the Iditarod sled dog race. Lessons related to Alaska, sled dogs, and racing are studied in all curricular areas. This leads to wonderful dinner table conversations bridging all age levels at home and at school. The second all-school integrated project culminates in the International Day and Night. Each class studies a different country and culture across the curriculum and finally decorates the classroom to depict that country. Parents are involved from beginning to end, helping teachers to find resources, decorate the classroom, and cooking food from the target country for the evening event open to all.

St. Josaphat School has a strong emphasis on service that permeates all we do. Students learn service as a part of day-to-day life, not as an add-on for a specific goal. Each classroom supports an orphan through "Friends of the Orphans". They not only raise money for, but also write to and receive letters from the child monthly. In addition, classes regularly prepare and serve food at a homeless shelter. Second and seventh grade students regularly visit and create ongoing relationships with the residents in a local retirement home. Canned goods and clothing are collected and donated to local shelters. Recently, the SJS community sent many pounds of Halloween candy to troops in Iraq.

The SJS graduate has a strong academic foundation coupled with a sense of faith, community, and service.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

St Josaphat School annually administers the CTB/McGraw Hill's Terra Nova test in grades 2-7. The Terra Nova is a norm-references test that provides assessment data, which compares the achievement of individuals and groups of students with the national performance of the same. The reading test scores student achievement related to objectives in basic understanding, analyzing text, evaluating meaning, and identifying and applying reading strategies. The mathematics test also scores student achievement as it relates to numbers and numerical relations, computation and estimation, measurement, geometry, and spatial sense, data, statistics, and probability, patterns, problem solving, reasoning and communication. The test includes a more comprehensive writing section in grades 4 and 7. More information can be obtained by contacting CTB at www.ctb.com.

In studying test scores, it is evident that SJS students' performance on the Terra Nova standardized test, is significantly above the national norm. The students' achieve scores that routinely place the school in the top 10% of schools in the nation. Their scores show a steady increase in most cases from year to year. It is important to note that the average class size is 20 students per grade level and that students who would qualify for special education services in the public system rarely have their scores removed from the general testing population. Parents prefer to have their children in a small Catholic school environment rather than in a large public school where they could receive special services. With this in mind when the scores of a learning disabled student are included in the general population and there is a small group to begin with, the scores are easily skewed. The administration and faculty of SJS accepts this fact and is more interested in the individual scores of the students than the class averages. There is valuable information provided by the testing company that assist us in serving our students in reaching their potential academically.

When reviewing the scores, teachers check to see which students have mastered specific concepts, partially mastered or had a non-mastery designation. This information aids in fine-tuning the curriculum. It indicates what areas need to be reviewed and which the students have already mastered. The test results also indicate student's learning styles by identifying those who are verbal learners and those who are non-verbal. This information aids the teachers in determining which methods of delivering the curriculum will be most effective.

The curriculum is not driven by our test results but certainly is modified by our students' achievement. Recognizing that the science scores were typically lower than the other academic areas prompted the faculty to address the science curriculum. Improvements have been made in both the content and delivery of the science curriculum. It was apparent that certain science concepts were covered that did not align with the testing questions. The scope and sequence has been changed so students will have studied concepts prior to taking the test

As a school, the goal is to prepare the students to excel at the high school level.

Another important assessment is the tests the students take for their entrance into the high school of their choice. St. Josaphat students qualify and attend the finest City of Chicago schools called, "selective enrollment high schools" as well as the finest Catholic high schools in the nation. They perform very well on the entrance exams and in their classes at St. Josaphat School, which enables them to routinely attend the high school of their choice.

2. Using Assessment Results:

The St. Josaphat School community examines a variety of assessment data. The faculty utilizes standardized assessment results in preparing and improving instruction. Students in grades two through seven take the InView and Terra Nova tests once a year. When SJS receives the test results, the faculty convenes for a professional development day. First, data trends are analyzed school-wide to determine strengths and weaknesses within the curriculum. Areas of strength highlight successful curriculum development, effective teaching practices, and high student achievement. However a focus is on the areas of weakness to determine curricular priorities. For example, across grade levels in the past few years, science scores tended to be significantly lower than reading, language, math, and social studies. Therefore a science committee of teachers, parents, and professionals formed to improve science instruction at St. Josaphat School. As a result the school has a more focused scope and sequence, a junior high science lab, and a larger set of resources for science classes.

Within each classroom, teachers use the results of the Terra Nova in yearly planning. Concepts that have been mastered are allocated significantly less instructional time than concepts the students have not mastered. In addition to examining school wide and grade level trends, teachers analyze individual student test results. Teachers use these results to differentiate instruction. At the junior high level, teachers use Terra Nova results as a factor in determining student placement in on-level and advanced math and reading classes. At the primary and intermediate level, teachers use results from the Benchmark Assessment in developing guided reading groups.

Throughout the year every teacher uses pre-assessments, formative and summative assessments, and student inventories. Results from pre-assessments are used in planning units and creating flexible instructional groups. Formative and summative assessments distinguish between concepts the students have mastered and concepts that require further instructional time. Student inventories reveal learning styles and student interests that guide teachers in creating more effective instructional units.

3. Communicating Assessment Results:

St. Josaphat School administers the Terra Nova standardized test each March to students in 2nd through 7th grade. When the school receives the results, the principal sends a letter to each parent with a copy of the scores for each of his or her children. This letter explains how to read the results and reminds the parents that this is only a snapshot of their child's performance. Parents are informed that testing is a tool the faculty uses to determine how to strengthen our curriculum. Faculty members are available to discuss any results with parents. Additionally, the scores are available in the principal's office for parents to review.

Annual results are also communicated to the community at large through our marketing and admissions programs. Results are written and included in the packet each prospective parent receives from our marketing committee members at school fairs and at each of our monthly school tours.

While standardized tests are useful tools, it is the opinion of the St. Josaphat School administration and faculty that these are only one tool among many to determine what, how, and how much each of our students is learning. We want each student to feel comfortable with the testing situation, to be realistic about what information the test can give us, and be quite clear that any sort of high stakes testing does not indicate who they are as a whole person. To this end, we try to make the testing situation a relaxed one. Students have no homework, receive snacks, and have an exciting all-school integrated project during this time. This gives our students something to look forward to and adds a positive aura to standardized testing weeks.

Other local assessment results are communicated regularly with parents and students through progress reports, report cards, parent teacher conferences, teacher emails, and student work sent home. These methods of communication allow the parents and students to have an ongoing realistic view of student progress.

4. **Sharing Success:**

St. Josaphat School currently shares its successes large and small via the school website. Should SJS be the recipient of the Blue Ribbon designation, a page would be added to describe the honor and what the school has accomplished to deserve it.

The principal meets on a monthly basis with fifteen other principals in the geographic area. There, they share successes and concerns. They work together in learning groups for professional development. A group of principals visited and observed in each school to see how other schools were addressing educational issues. Should SJS be awarded the Blue Ribbon, the council of principals along with the assistant superintendent and superintendent will be invited to tour the school again to see St. Josaphat School, a successful Blue Ribbon school, in action.

SJS teachers are encouraged to visit other area schools and to work in content area groups with teachers from other schools. In addition, many SJS teachers currently attend graduate schools of education and share their experiences, successes, and expertise with other local teachers.

Faculty and students currently work with the local neighborhood association, Sheffield Neighborhood Association (SNA) to share the good news of the school and to collaborate on neighborhood beautification projects. Each year, an SJS teacher receives an "Educator of the Year" award from the association.

There are 1100 families in St. Josaphat parish. A weekly "School News" section appears in the parish bulletin. Monthly open houses are held where administrators and volunteer parents present the highlights of an SJS education. A weekend open house for the parish and community would be planned to celebrate the Blue Ribbon. This information would be disseminated via the school's electronic sign, flyers, weekly announcements at church, in the SNA newsletter, and in local magazine publications such as *The Chicago Parent*. All school marketing information that is distributed to prospective parents would include the Blue Ribbon designation.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

St. Josaphat School's instructional program follows the Archdiocese of Chicago's curriculum, which is based on state standards and designed to meet the developmental, academic, and spiritual needs of each student. Teachers in grades K-4 deliver instruction in self-contained classrooms with grade level team teaching. Students in grades 5-8 receive instruction in departmentalized classrooms.

Religion: As a Catholic school, growing in the understanding of the Catholic faith and in a personal relationship with God is the heart of the school. The religion curriculum includes a study of sacraments, scripture, morality, and liturgy. As active members of the Church, students prepare weekly liturgies and participate in service projects.

Reading: The reading curriculum is designed to develop students' skills in the real-life setting of literature. Using novels, short stories, non-fiction, poetry, and other pieces of literature, teachers guide students in the essential skills of comprehension, including using context to determine the meaning of unfamiliar vocabulary, identifying key parts of the piece, summarizing, predicting, making inferences, making connections, and asking questions.

Language Arts: The language arts curriculum has a two-pronged approach to writing. Students learn about sentence construction and parts of speech, which in turn assists them to become more effective writers. To develop proficient writing skills, students at every grade level journal on a consistent basis and select pieces for writing projects to revise and edit. Students are given the time and support they need to create a high quality piece of writing. Complementing the writing and grammar lessons are spelling and vocabulary. Furthermore, students' communication skills are honed as they practice public speaking.

Math: Students develop lifelong critical thinking skills in math classes. Teachers use a problem-based instructional approach, which allows students to explore a variety of means to solve problems. While students do practice basic facts and skills, the emphasis of the math instruction is on how to use those facts and skills in solving more complex problems that are rooted in real-life settings.

Science: In science, students learn about the natural world and how to use the scientific process to build on their understanding. In the primary and intermediate grades, teachers guide the students through investigations, demonstrations, and experiments. By the time students reach junior high, they work on developing their own questions and scientific methods of testing those questions in the junior high science lab.

Technology: Technology is integrated into every content area. The technology teacher works with every grade level to develop competencies, including effective internet searches and the use of basic programs. Often the instructor works with classroom teachers to integrate content from other subjects while teaching these skills. Laptop carts throughout the school enable students to apply computer skills in every subject.

Social Studies: In social studies, students learn about their own community, their nation, and their world. They use critical thinking skills to examine multiple perspectives, analyze cause and effect relationships, and look for common themes across cultures. Students study civilizations from ancient to present day.

Foreign Language: St. Josaphat School is in compliance with the program's foreign language requirement. Spanish is taught at all grade levels. Students in grades 7 and 8 receive 135 minutes of Spanish instruction per

week throughout the entire school year. The guiding philosophy of the Spanish instruction is to engage the students in meaningful conversation and writing, so they have a working use of the language. Together with the instructor, the students tell and write stories as a means of practicing speaking, listening, reading, and writing skills.

Fine Arts: Students at every grade level participate in art and music classes. They explore the fine arts as they learn about and utilize a variety of media and techniques. In music, students learn about music theory and prepare for regular performance. Students have the option of participating in the school band and/or choir.

Physical Education: Students learn the importance of exercise, teamwork, and sportsmanship in physical education class. Students develop motor skills in the primary grades that then can be applied in athletics in the upper grades.

2a. (Elementary Schools) Reading:

(This question is for elementary schools only)

At St. Josaphat School a literature-based instruction for teaching reading is used. Teachers in all grade levels incorporate non-fiction and fiction pieces into their curriculum. Throughout the school year students are exposed to novels, short stories, and poetry. Through the use of literature, it is believed that students develop a broader vocabulary base, stronger reading comprehension, and improved fluency because reading is integrated into a variety of genres and writing styles across the curriculum.

In the primary and intermediate grades, teachers and a reading specialist use benchmark assessments to assess student readiness in reading comprehension. From these assessments, teachers create fluid guided reading groups that change throughout the year based upon student readiness. Within the guided reading groups, students read leveled books that are either at their instructional or independent reading level. To support their guided reading groups, teachers create literacy stations that include word recognition, vocabulary identification, and comprehension development. Teachers develop these stations with both student readiness and learning styles in mind. In addition to the guided reading groups within the classrooms, a reading specialist works with small groups in the primary and intermediate grades to support reading fluency of the emerging reader, to enhance comprehension skills of the on level reader, and to challenge the critical thinking skills of the advancing reader.

In the junior high, reading classes of emerging, on level, and advancing students are created at the beginning of the year based upon Terra Nova scores, pre-assessments, and running records. Within these classes, different literature is selected to help maintain and enhance reading fluency and comprehension based upon student readiness. Literature circles in the reading classroom create differentiated opportunities of learning and discussing. In addition to the vocabulary that students learn from their novels, we also use a vocabulary program with the junior high students. This program complements our literature-based approach because within each lesson students read a selection that incorporates the lesson's vocabulary words.

3. Additional Curriculum Area:

One primary mission of St. Josaphat School is to develop students' critical thinking skills. Mathematics is a perfect subject area in which to do this, and so the math curriculum is problem-based. The Archdiocese of Chicago curriculum is based on the Illinois State Standards. This curriculum encourages meaningful assessment of students' understanding and the creation of connections across content areas. Therefore, teachers pose problems and create projects that relate to the other disciplines. For example, in a fifth grade unit on multiplication, students who are studying environmental science are given problems that explore the multiplicative effect of reducing pollution or recycling goods. On the other hand, mathematical concepts are reinforced in other subject areas. For example, eighth grade students use their understanding of algebra to solve for speed, distance, and time in their physics labs. Not only do students recognize the value of

mathematics in other subject areas, but also they are able to see its use and importance in life outside of the classroom.

In accordance with a commitment to differentiated instruction, teachers provide students with different opportunities to explore and better understand mathematical concepts. Students who are bodily-kinesthetic learners appreciate the many manipulatives used in math classes; students who are auditory learners are grateful for the songs and raps teachers use while memorizing math facts. Interpersonal and social learners respond well to small group work where they talk through a problem and discuss strategies with their classmates.

Student performance and achievement are continually reviewed as a means of improving the math curriculum. After reviewing recent years' test results, a math committee confirmed that the curriculum was solid, but curricular supports, including textbooks, could do a better job. A new series, *Everyday Mathematics*, was adopted. It complements the approach of letting students explore and find solutions to problems rather than having the teacher provide them. Through the use of classroom discussion and math journaling, students recognize multiple approaches to a problem and practice communicating their solution strategies.

4. Instructional Methods:

The St. Josaphat School faculty is committed to the use of differentiated instruction across all grade levels. The faculty believes that all children have individual needs as learners and it is the job of educators to help them achieve their full potential. At SJS we differentiate based on student readiness, student interest, and learning styles.

Teachers differentiate lessons by using pre-assessments to help guide their instruction, activities, and summative and formative assessments. Interest inventories and learning style surveys that students take at the beginning of the year are also used when developing unit plans. Based upon the results from these, student strengths are recognized and used to create flexible grouping for projects, literature circles, and instructional groups. These groups are fluid within the classroom and change throughout the year. For example, in some reading classes students are given the choice of which novel they would like to read based upon student readiness and interest.

The SJS faculty believes that students need to participate in authentic and meaningful lessons that meet the needs of the emerging, on level, and advancing students. Grade level teams meet to discuss and plan differentiated lessons, tiered assignments, and authentic projects. In several core junior high classes, students create their own hands on activities and labs to demonstrate their understanding of a specific concept.

The school community is committed to maintaining a low student-teacher ratio within the classroom. In primary and intermediate classrooms with more than twenty students, there is a full time teacher's aide who assists the students and teacher. In the junior high, which operates on a departmentalized model, reading and mathematics classes are differentiated based upon pre-assessments and student readiness. This also ensures a low student to teacher ratio for more individual attention. The science classes in the junior high contain no more than twenty students at a time so that students have the full benefit of the science lab and hands-on student activities.

5. Professional Development:

St. Josaphat School is truly a community of learners. As such, the faculty is engaged in a focused and effective professional development program. The entire faculty is united by a common theme that is the focus for at least a year. One great benefit to having a school-wide theme is that teachers can support one another in

their development as educators. However, the administration takes responsibility for the growth of each teacher by securing the necessary resources to ensure each teacher's continued growth.

Most recently, the theme has been differentiated instruction. At the beginning of the last school year, a consultant met with the faculty at a back-to-school in-service to launch a shared journey into differentiated instruction. Throughout the past year and a half, that same consultant has delivered workshops on professional development. Furthermore, she has visited teachers in their classrooms to model, help plan, or coach. As research on professional development suggests, this model of continued, and at times one-on-one, support has been the key to teachers making differentiated instruction a part of their teaching.

The students have clearly benefited from this clear and focused professional development model. Students who have an advanced understanding of concepts are now challenged rather than given simply more work or always asked to help a struggling neighbor. Students whose understanding of concepts is still emerging are given the support they need to master the basic goals of the curriculum rather than being frustrated. Students now expect that assignments and instruction may look different from one student to another.

In addition to the common professional development, teachers also pursue individual goals in their growth as educators. Many faculty members have either recently or are currently pursuing advanced degrees in education in areas that suit their needs and interests. As a learning community, these teachers bring ideas from their graduate classrooms back to the faculty, so that all may benefit from their studies.

6. School Leadership:

St. Josaphat School's leadership structure is headed by the pastor, principal and assistant principal who ensure that policies, programs, and resources focus on improving student achievement and helping students develop into model citizens. The pastor and principal seeks the advice of the Advisory Board, consisting of school parents and parish members.

The principal is the educational leader of St. Josaphat School. In addition to all the normal duties of a principal including ensuring the safety of the students, vitality of the school and the Catholic identity of the school, she is directly involved with its educational excellence. This is accomplished through visioning and carrying out professional development, supervising and mentoring teachers, and creating an atmosphere of professionalism and professional growth.

The principal is committed to a professional development regimen that recognizes a need and applies the resources and time to ameliorate it. For example, the principal recognized a need to teach all students where they are educationally. Her favorite phrase is, "we don't just teach to the middle." In order to insure this, she has arranged for an ongoing professional development sequence in differentiation of instruction.

After the faculty completed initial familiarity with differentiation, the principal instituted a new lesson plan format that requires each teacher to indicate the differentiation in each lesson. In addition, in her formal observations of teachers, she expects each one to demonstrate differentiation in his or her lessons.

With this professional development sequence nearly completed, the principal is in the process of identifying the next need for professional growth with the input of faculty members. This identification process will then lead to the next sequence, always keeping in mind the commitment to allow enough time and experience for each new professional growth opportunity to become a real part of the teacher's repertoire.

In addition, the principal encourages all teachers to use their allotted professional growth funds each year to attend workshops and conferences and continue their educational path toward terminal degrees. Currently 75 % of the faculty holds a master's degree or is actively working toward one.

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 2009-2010 tuition rates, by grade? (Do not include room, board, or fees.)

<u>\$5900</u>	<u>\$5900</u>	<u>\$5900</u>	<u>\$5900</u>	<u>\$5900</u>	<u>\$5900</u>
K	1st	2nd	3rd	4th	5th
<u>\$5900</u>	<u>\$5900</u>	<u>\$5900</u>	<u>\$</u>	<u>\$</u>	<u>\$</u>
6th	7th	8th	9th	10th	11th
<u>\$</u>	<u>\$</u>				
12th	Other				

4. What is the educational cost per student? \$ 6900 (School budget divided by enrollment)
5. What is the average financial aid per student? \$ 2200
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?
8 %

PART VII - ASSESSMENT RESULTS

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Subject: Mathematics Grade: 2 Test: Terra Nova
 Edition/Publication Year: 2007/2000 Publisher: CTB-McGraw Hill
 Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	84	72	84	81	72
Number of students tested	24	29	26	30	281
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

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

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:
 2008-2009 test was the 2007 edition of the Terra Nova.

Subject: Mathematics Grade: 3 Test: Terra Nova
Edition/Publication Year: 2007/2000 Publisher: CTB-McGraw Hill
Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	76	79	73	81	76
Number of students tested	29	26	30	24	21
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

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

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:
2008-2009 test used the 2007 edition of the Terra Nova.

Subject: Mathematics Grade: 4 Test: Terra Nova
Edition/Publication Year: 2007/2000 Publisher: CTB-McGraw Hill
Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	79	73	77	80	66
Number of students tested	26	32	26	19	21
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

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

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:
2008-2009 test used the 2007 edition of the Terra Nova.

Subject: Mathematics Grade: 5 Test: Terra Nova
Edition/Publication Year: 2007/2000 Publisher: CTB-McGraw Hill
Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	77	79	82	64	84
Number of students tested	28	26	17	20	20
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

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

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:
2008-2009 test used the 2007 edition of the Terra Nova.

Subject: Mathematics Grade: 6 Test: Terra Nova
Edition/Publication Year: 2007/2000 Publisher: CTB-McGraw Hill
Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	77	80	74	90	87
Number of students tested	24	14	15	17	15
Percent of total students tested	100	88	100	100	100
Number of students alternatively assessed		2			
Percent of students alternatively assessed		12			
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

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

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:
2008-2009 test used the 2007 edition of the Terra Nova.

Subject: Mathematics Grade: 7 Test: Terra Nova
Edition/Publication Year: 2007/2000 Publisher: CTB-McGraw Hill
Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	87	83	92	87	85
Number of students tested	13	15	19	10	25
Percent of total students tested	81	94	100	100	100
Number of students alternatively assessed	3	1			
Percent of students alternatively assessed	19	6			
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

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

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:
2008-2009 test used the 2007 edition of the Terra Nova.

