

***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: Ms. Lynne Scheffler

Official School Name: St Joseph Lockport

School Mailing Address:
529 Madison Street
Lockport, IL 60441-3082

County: Will State School Code Number*: 56-099-022X

Telephone: (815) 838-8173 Fax: (815) 838-0504

Web site/URL: www.stjoeschool.com E-mail: Lscheffler1@aol.com

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 Helen Jean Kormelink, OSB

District Name: 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.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Brian McCarthy

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. 10 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	15	19	34	6	6	10	16
K	15	13	28	7	12	10	22
1	20	13	33	8	15	17	32
2	16	14	30	9			0
3	14	12	26	10			0
4	17	13	30	11			0
5	16	15	31	12			0
TOTAL STUDENTS IN THE APPLYING SCHOOL							282

6. Racial/ethnic composition of the school:
- | | |
|--------------|---|
| 0 % | American Indian or Alaska Native |
| 2 % | Asian |
| 0 % | Black or African American |
| 5 % | Hispanic or Latino |
| 0 % | Native Hawaiian or Other Pacific Islander |
| 88 % | White |
| 5 % | Two or more races |
| 100 % | Total |

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

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

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	2
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	10
(3)	Total of all transferred students [sum of rows (1) and (2)].	12
(4)	Total number of students in the school as of October 1.	287
(5)	Total transferred students in row (3) divided by total students in row (4).	0.042
(6)	Amount in row (5) multiplied by 100.	4.181

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: 6 %

Total number students who qualify: 17

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: 3 %

Total Number of Students Served: 9

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> 1 Specific Learning Disability
<u> </u> Emotional Disturbance	<u> </u> 5 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> 3 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> </u> 1	<u> </u> 0
Classroom teachers	<u> </u> 11	<u> </u> 0
Special resource teachers/specialists	<u> </u> 0	<u> </u> 5
Paraprofessionals	<u> </u> 2	<u> </u> 1
Support staff	<u> </u> 1	<u> </u> 0
Total number	<u> </u> 15	<u> </u> 6

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 19 :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	96%	96%	96%	96%	96%
Daily teacher attendance	97%	97%	97%	98%	97%
Teacher turnover rate	6%	0%	0%	6%	0%
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

“Every morning that I watch my children step through the doors, I say a prayer to the Lord for blessing my children with the opportunity to grow spiritually, socially, and academically in a place where He is working through every teacher and administrator. I look forward to that moment each morning when I can feel Him take them by the hand and walk through those doors to a place that is more than just a school.” Steve Russell

The ancestors who built St. Joseph School envisioned a place where Jesus would walk with each child and teacher throughout the day. Honoring the tradition of our ancestors, it is with great pride that His presence is still visible and ever-present amongst the St. Joseph faculty and students 125 years later. When the St. Joseph School community reflects on its traditions, milestones, strengths and accomplishments, fulfilling the dreams of our ancestors and continuing the rich tradition that promotes excellence in learning and the development of the whole person through the Gospel message is truly the greatest accomplishment. Together with parents, staff, and the parish community, leaders are formed by guiding students to the highest levels of spiritual and academic potential. This time-honored approach to education has allowed St. Joseph to be recognized and revered as an exceptional educational and spiritual environment in the Lockport area.

St. Joseph School is honored to once again submit the application for the National Blue Ribbon School of Excellence Award. (Previous submission in 2006) In review of past history of standardized test scores, St. Joseph School has met the top 10% of the nation requirements a total of four times since the school year 2000-2001. While the SJS history is rich in tradition and continues to demonstrate academic excellence, there are remarkable advancement efforts for the future with an aggressive and modern curriculum. Along with remodeled and newly furnished classrooms, spacious Activity Center, and newly built Science Lab, the school has a fully integrated Technology Lab. Offering a wide and advanced curriculum centered on high standards of academic excellence, SJS is proud of its Art, Music, and Physical Education classes for all students. Spanish is a core component of the curriculum for grades six through eight preparing students for high school foreign language experiences. A wide variety of extra curricular activities including the Art Program, Band, Chess Club, Choir, Honor Society, and an instructional and competitive sports program seek to provide for the development of well-rounded students.

In its seventh year, the Early Childhood Program is a wonderful start to the educational journey. While the morning programs meet the various needs of the developing young child, the PK4 Academy Program has established an environment for the child seeking a challenging and enriched program. The Kindergarten Program is the only full-day program in the local area. It is a strong, value-centered program in which children participate in Music, Physical Education, Technology, Art, Religion, Social Studies, a literature-based Reading program, and a hands-on Math and Science curriculum. A strong focus is placed developing writing skills that are used across the curriculum. While the curriculum is developmentally appropriate and intellectually stimulating, the children thrive in the full-day program and demonstrate a love of learning.

The support from parents and the partnership with school staff tremendously impacts the student success rate. Working together to help each child succeed is cornerstone to our academic program. The academic program at St. Joseph has demonstrated success in preparing students to be life-long learners who will lead the future and hold the hand of Jesus along the way.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

Standardized tests, when used properly, provide a foundation for evaluation of instructional programs. The Iowa Tests of Basic Skills® as well as the CogAT® are the tests currently mandated by the Diocese of Joliet for grades 3, 5, and 7. Students at St. Joseph are tested in grades 3-8 to provide on-going data for improvement.

At St. Joseph, the faculty concentrates on the data provided by local percentile ranking, (LPR), and national percentile ranking, (NPR), for both content area achievement and cognitive ability. These essential tools track the year-to-year growth of the individual student. Student's progress is mapped over the years to determine where the student may be losing or gaining ground. Additionally, possible biases can be identified in areas where sub-groups of students may need to be targeted, thereby providing insight to best practices for each class or sub-group. The achievement tests particularly demonstrate a student's efficacy in certain domains. This helps the staff to determine the individual and group needs while ensuring valuable instructional time is used efficiently.

Standardized tests prove to be most useful when scores are quite different from expectations. The two types of discrepancies that concern the staff the most is when measured learning ability is at odds with an individual's school achievement or when an individual's achievement is markedly different from that of their peer group. These discrepancies are indicators which stimulate further evaluation, enrichment or remediation by the classroom teacher. Taken as a whole, these scores assist us in determining differentiated instruction, scaffolding, seating arrangements, and work groups with the intent of building on the strengths of the whole community of learners. It would be irresponsible to evaluate students based solely on test scores; the scores are assessment tools and not an accurate profile of the belief in whole child educational philosophy or in a child's ability to learn

Analyzing the test data to meet individual student needs and instructional improvement remain a high priority at St. Joseph. Each year, St. Joseph includes improvement of test scores into the goals for improvement. Since the transition to the ITBS from Terra Nova, a great deal of professional development is centered on the effective use of the ITBS data to meet improvement goals. The principal and staff participate in annual workshops to use the data effectively in the classroom. While the scores have maintained above average status throughout the past five years with some fluctuation, the staff has identified the need to improve math instruction in the areas of computation and estimation. ITBS provides an item analysis tool that identifies specific concepts to address in the math curriculum. Reading scores have traditionally scored higher than math scores across the grade levels. In 2002, the staff engaged in professional development to improve instruction using differentiated learning, incorporating higher level thinking skills, and developing emerging readers to address comprehension improvement goals. The results have demonstrated success. Professional development efforts will continue to meet goals of improvement. Each year, St. Joseph includes improvement of test scores into the goals for improvement. Since the transition to the ITBS from Terra Nova, a great deal of professional development is centered on the effective use of the ITBS data to meet improvement goals.

The ITBS administered in September of 2009, indicate the seventh grade (the highest grade to which the test was administered) demonstrate the 78%ile score for Mathematics and an 80%ile score for Reading. The scores meet the stated criteria of 90%ile equivalents of 73 in Mathematics and 76 in Reading noted in the 2009 application process for the Blue Ribbon Award.

2. **Using Assessment Results:**

Effective instruction must be preceded by a diligent effort to evaluate the students' capacity to learn. The assessment data used at St. Joseph includes standardized test score evaluation, annual paper-based Diocesan

assessments, a portfolio of students' K-8 progression, and ongoing, classroom notes, writing samples and teacher-maintained anecdotal examples pertaining to the student's development.

Results from testing are typically received in early November. Professional development is utilized to assist analysis of assessments and discussion of student needs. Standardized test scores are disaggregated by grade and test item in the areas of mathematics, reading and language arts to search for patterns, trends and gaps. The staff uses this information along with the authentic assessment pieces at the classroom and diocesan level to identify areas to meet improvement goals for the school.

Test scores are used to identify students performing below the 40th percentile in reading, total math and language arts. These students are offered additional learning opportunities to work toward improvement in the areas of need. The staff and principal review these students progress to determine need for additional services. Students who score above the 90th percentile are also identified and offered learning opportunities of challenge. A recent effort has been established to have the qualifying students identified as Duke Scholars at St. Joseph.

3. Communicating Assessment Results:

A solid working relationship and consistent communication with parents is paramount to continued success of the student performance. An on-line grading program provides an avenue of immediate feedback for both the parents and the students to assist the communication efforts. The faculty is committed to sharing consistent assessment feedback in all aspects of the curriculum, motivation, attitude, and behavior. While the primary teachers do not have the on-line grading abilities, they share the same commitment to provide the consistent feedback in the format of weekly newsletters, reports, and assessment folders. The faculty and parent relationships have thrived under these circumstances. Each trimester, parents receive progress reports and report cards. Formal parent and teacher conferences are held each school year to discuss student progress and achievement. Every trimester, the principal reviews report cards individually with students to identify both areas of strength and future goals.

The Iowa Test of Basic Skills score reports are provided to parents at the end of the first trimester. Staff members are available to meet with parents to explain student reports, strengths, and areas to focus for improvement. The Diocese of Joliet's policy does not allow standardized test scores of its schools to be published formally. Opportunities to share the standardized testing achievements with the community are directly tied to seeking awards such as the National Blue Ribbon to promote SJS and communicate assessment results to the community.

Additionally, the accomplishments of St. Joseph students are shared through the school website, articles in the church bulletin, Diocesan reports, Open Houses and guided tours by the principal. In addition, accomplishments are shared with the local media. SJS averages 15-25 publications in the local media per trimester. St. Joseph School also maintains a presence at various community events demonstrating the service and civic priorities of the students.

4. Sharing Success:

The principal, Lynne Scheffler, serves as a member of the Diocesan Principals' Executive Board, Region III Principals' Association, Curriculum and Evaluation teams. In those capacities, she attends 4-5 monthly administrative team meetings. She is able to share school achievements and best practices with principals and teachers. Throughout the years, the staff and administration have presented workshops on advancement, assessment, technology, and marketing at the diocesan and national level. Since the first submission of the Blue Ribbon application in 2006, the principal has been leading the effort to encourage fellow schools to evaluate test scores and formulate improvement plans to meet qualifications for the application process.

Recognizing that success is measured best by the performance of the students and alumni, their success stories are published in a variety of formats. Their strong tradition of community service and involvement demonstrates the commitment to good citizenship and leadership skills that are instilled at St. Joseph. Many alumni are recognized as role models who demonstrate civic and moral responsibilities in the local community which continues to demonstrate the solid foundation provided at St. Joseph. Demonstrated by the alumni achievements such as Valedictorians, Salutatorians, Illinois State Scholars, honor roll status, and advance placement, the foundation that SJS provides is second to none. If one could measure the degree of Christian community, the practice of compassion, and the spiritual formation that is seen in the students and the alumni, it would be off the charts! The students and the alumni are the true measures and best examples of the successful foundation that are proudly shared at the diocesan and local levels.

In the event the school is awarded the Blue Ribbon award, SJS would proudly share with the Diocese of Joliet, other schools, professional organizations, and local community.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Description of the St. Joseph School curriculum: The curriculum at St. Joseph is based on the Diocese of Joliet Curriculum and aligned with Illinois State Standards.

Religion: The tradition of our strong Catholic faith guides not only our Religion curriculum, but all learning at SJS. Spiritual and faith development is focused on Catholic doctrine, bible study, prayer, reflection, service, and sacramental preparation. Prayer and participation in weekly liturgies are important to the development of the children's faith and future church. Opportunities for student involvement in prayer and liturgy begin in Kindergarten.

Language Arts: Reading and writing become mutually supportive as students learn to think about their writing through prewriting activities, drafting, conferencing and revising process. Daily Oral Language and grammar lessons strengthen the writing efforts of students. Phonics, spelling, and vocabulary are cornerstones to the curriculum. The curriculum is dedicated to mastery of writing, researching, and speaking skills beginning in Kindergarten and continuing to high level thinking skills and project based research in the junior high.

Mathematics: Students learn the relevance of math concepts by connecting the concrete with the symbolic to the real world. The program strives to build a wide range of skills and strategies that students need to become critical thinkers and effective problem solvers. SJS offers advanced level math placement throughout the grade levels as students meet the requirements and staff recommendation.

Social Studies: Aiming to help children acquire the skills, knowledge and understanding needed to function as concerned and involved members of society, the curriculum emphasizes the major Social Studies disciplines, such as geography, history, government/citizenship, economics and sociology. Students are also taught map and chart reading, problem-solving, communicating, researching, sequencing, decision-making skills, and concepts of social justice.

Science: SJS provides a solid, well-balanced foundation of Science concepts based on four major areas: life science, physical science, earth science and the human body. The program develops and reinforces a wide range of skills by promoting student interaction through observations, hands-on experiments, critical thinking and decision making. The 7th and 8th grade students participate in local Science Fair annually and students have excelled in local, regional, and state levels winning gold and silver medals.

Spanish: Recognizing that a second language is becoming a necessity for a child's long term academic success, Spanish is a part of the sixth through eighth grade core curriculum with weekly classes. Students learn to listen, comprehend, speak, read, write, as well as explore cultural similarities and differences.

Music: The music curriculum is offered to grades PS3-8, with an emphasis on music appreciation, choral development, rhythm, instruments, and music theory. Musical programs are offered twice a year to the community with full school participation. Grades 4-8 have the opportunity to join the choir and school band program.

Health & Physical Education: At the primary level, emphasis is placed on fundamental motor skills and fitness. At the intermediate level, additional emphasis is added as sports skills and competition are introduced. Health topics include healthy habits, wellness, nutrition, safety, personal and interpersonal development, family life, conflict resolution, and the environment.

Art: Art classes provide a wide range of activities geared to developing a sense of appreciation for creativity and aesthetic values. Students have the opportunity to actually work and experiment with a variety of media.

Technology: Seeking to prepare children to thrive in a complex, knowledge based and global society, students are equipped to be digitally literate, creative thinkers, and effective communicators. SJS enhances student knowledge with on-line learning experiences to enrich the core curriculum and teach basic skills of technology. Students participate in cross-curriculum multi-media presentation projects that utilize and enhance their skills.

2a. (Elementary Schools) Reading:

(This question is for elementary schools only)

St. Joseph staff combines research-based instructional strategies, multiple resources, technology, and appropriate professional development to deliver instruction. The curriculum is based on rich literature and novel studies. Focused on phonemic awareness, fluency, vocabulary, comprehension, and higher level thinking skills, both reading and writing are taught daily with large blocks of time devoted to reading instruction. The Illinois Learning Standards and Diocese of Joliet Language Arts Curriculum serve as a baseline for mastery of reading standards.

Primary readers are assessed with tools such as reading records, rubrics, and authentic assessments. Teachers assess student needs and use leveled material to build success for developing readers. Resources such as basal, big books, and leveled readers are used with guided reading activities. Teachers incorporate poetry, rhyme and Readers Theatre to build fluency skills. Self-selected reading and literature circles allow students to explore their own interests and a variety of genres, which fosters the love of reading.

Readers who struggle with decoding skills and phonemic awareness are instructed with multi-sensory strategies. Multi-sensory strategies are used with whole and small group instruction. Guided reading also allows for flexible grouping that adjusts to student ability. Reading strategies such as using context clues and questioning that include Blooms Taxonomy are tools used to support reading instruction. Differentiated instruction is applied to match the level of reading comprehension and vocabulary development of students.

Intermediate level and middle school level readers utilize basal textbooks and novels for reading instruction. Teachers choose non-fiction and fiction in order to expose students to all genres. The love of reading is fostered through self-selected reading opportunities that accompany those literature pieces the teacher provides. This reading curriculum is implemented with the desire to have students reading literature that stimulates and engages their interest while developing the skills and strategies needed to become successful readers.

3. Additional Curriculum Area:

Mathematics at St. Joseph is a way of approaching new challenges through investigating, reasoning, visualizing, and problem solving. The ability to apply mathematics skills to solve problems is a life-long skill that St. Joseph seeks to impart to its students. The Illinois Learning Standards, Diocese of Joliet Math Curriculum, and local Lockport District curriculum addendums serve as baselines for which math standards are mastered.

The math program strives to build the wide range of skills and strategies that students need to become critical thinkers and effective problem solvers. St. Joseph School offers advanced level math placement throughout the grade levels as students meet the requirements and staff recommendation. Advanced level math at the eighth grade level includes advanced Algebra I class at Lockport High School. On the average 40-50% of the eighth grade class qualify for advanced level high school math. The advancement efforts of the Math Curriculum have led to student success in honors placement in high school as well as the alumni students receiving college credit for their Advance Placement coursework.

Across the grade levels technology is integrated with the math curriculum. The primary grades use technology to help reinforce the basic skills they will need to succeed in higher math courses. In the junior high, technology integration is used to teach the students how to graph and analyze data in real world situations and complex problem solving.

4. Instructional Methods:

At St. Joseph, the faculty is composed of excellent and caring teachers who provide high quality instruction and individual attention to each student. Without the dedication of the teachers, the students would not be as successful both in and out of the classroom. Academic excellence at St. Joseph begins with instructional excellence.

St. Joseph School teachers employ a wide range of instructional strategies which include strategies from brain research and learning styles, mastery learning, direct instruction, lecture and discussion, re-teaching of concepts as needed, individual and varied assessments, and technology integration across the curriculum. In addition, questioning skills and class discussion opportunities are used to stimulate critical thinking and higher order thinking skills. Written reports, graphic and visual art work, PowerPoint computer-based presentations, speeches and oral presentations, dramatizations and video production are some of the opportunities offered to students to help them explore and develop into digital and effective communicators. Project based learning and cooperative group work along with differentiated instruction are also utilized to serve the varied needs of students and abilities.

In addition to instruction, teachers are committed to helping students complete all the required study to perform at successful rates. Strategies used to accomplish this goal include organizing and scheduling skills through long term assignments, the use of daily planners, and regular communication with parents. These methods are employed to assure that maximum potential is achieved and independent learners are formed. The school website includes a homework area with access to information on past and pending assignments. The staff at SJS also offers before and after school, recess time, and weekend tutoring opportunities.

5. Professional Development:

The faculty of St. Joseph School participates in professional development activities to enhance and further their skills as educators. With an annual allotment for staff professional development and additional scholarship funds provided by the Diocese of Joliet, the staff has been able to participate in numerous courses, institutes, workshops, and conventions as well as maintain memberships in various professional organizations. The faculty has attended meetings and workshops conducted by nationally recognized educational organizations on such topics as best practices in reading and writing, special needs in the classroom, brain based teaching, differentiated instruction, curriculum mapping, authentic assessment, and technology integration in the classroom. Technology integration and instructional improvement has been a strong focus for the past nine years. Staff members have completed forty hours of technology training for the Intel Teach to the Future program, thirty hours of Project CRISS (**C**reating **I**ndependent **S**tudent **S**uccess), fifteen hours of Brain Based and Differentiated Presentations. The staff has continued to keep current with best practices in elementary education with continued workshops and professional development sessions that regularly experiences at St. Joseph. As an identified need to help our students who perform at low to below averages, the staff continues to focus efforts to concentrate on developing student success using multiple intelligence practices and strategies and authentic assessment that leads to instructional improvement.

Together, these varied and continuous staff development opportunities enable the faculty of St. Joseph to continue the incorporation of research based methods and materials to improve instruction. Additionally, they offer the opportunity to demonstrate to our school community that the St. Joseph School staff members are life-long learners as well as dedicated educators. All of these activities consistently reflect the St. Joseph's commitment to providing strong academics in a faith-based educational curriculum.

6. School Leadership:

The St. Joseph School Leadership team includes the principal, pastor, and school board. The model of collaboration and cooperation has created a community of involved parents. Working together with the staff, parents, and parish, the shared leadership roles focus on the spiritual and educational development of all children.

On a day to day basis, the principal is the instructional leader, providing spiritual and academic leadership for the school. The principal is actively involved in school life and closely connected to the parish community, families, students, and teachers. The principal works directly with Parent Organizations, Development Director, and various parent volunteers. The principal ensures that student learning and achievement remains the focus and priority of the educational environment. Most importantly, the principal engages, encourages, and develops continued support for the children of St. Joseph.

With the established leadership team, an environment of cooperation amongst all constituents of the St. Joseph community has been established. In this environment, the community is invited to participate in all aspects of Catholic education. From the alumni to the current families, support is evident in the talents shared to improve and continue the education at SJS. A true sense of family is evident throughout the community and the support for St. Joseph.

This model of leadership is effective at St. Joseph because of the dedicated leadership in the principal and pastor. The principal is one of the most visible, dedicated, and committed leaders in education. Respected and admired by the school and parish community, the principal creates opportunities to advance St. Joseph School well beyond the community expectation. She is supported by a pastor who champions Catholic education at St. Joseph. Their success is directly tied to the supportive community of parents, alumni, and parishioners who share talents, time, and treasure to benefit education.

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>\$3150</u>	<u>\$3150</u>	<u>\$3150</u>	<u>\$3150</u>	<u>\$3150</u>	<u>\$3150</u>
K	1st	2nd	3rd	4th	5th
<u>\$3150</u>	<u>\$3150</u>	<u>\$3150</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? \$ 4000 (School budget divided by enrollment)
5. What is the average financial aid per student? \$ 850
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?
28 %
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: ITBS/Terra Nova

Edition/Publication Year: Form C 2001/2nd Edition 2001

Publisher: Riverside Publishing/CTB McGraw-Hill

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Sep	Oct	Oct	Feb	Mar
SCHOOL SCORES					
Average Score	58	67	79	68	75
Number of students tested	26	28	32	20	30
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. 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:

Please note the following:

- The Diocese of Joliet changed test companies in 2006. The test data collected for the school years of 2009-10, 2008-09, and 2007-08 reflect the Iowa Test of Basic Skills. The test data collected for the 2006-07 and 2005-06 school years reflect test scores from the Terra Novas.
- The on-line data application does not allow for changes to the year of standardized testing. Since the year can not be changed, the scores reported for 2008-09 test year represent scores from the test administered in November of 2009. Therefore, the test results listed represent the school years of 2009-10, 2008-09, 2007-08, 2006-07, and 2005-06 respectively.

Subject: Reading

Grade: 3

Test: ITBS/Terra Nova

Edition/Publication Year: Form C2008/2nd Edition
2001

Publisher: Riverside Publishing Company/CTB
McGraw-Hill

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Sep	Oct	Oct	Feb	Mar
SCHOOL SCORES					
Average Score	60	55	77	71	73
Number of students tested	26	28	32	20	30
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	1
Percent of students alternatively assessed	0	0	0	0	4
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:

Please note the following:

- The Diocese of Joliet has changed test companies in 2006. The test data collected for the school years of 2009-10, 2008-09, and 2007-08 reflect the Iowa Test of Basic Skills. The test data collected for the 2006-07 and 2005-06 school years reflect test scores from the Terra Nova.
- The on-line data application does not allow for changes to the year of standardized testing. Since the year can not be changed, the scores reported for 2008-09 test year represent scores from the test administered in November of 2009. Therefore, the test results listed represent the school years of 2009-10, 2008-09, 2007-08, 2006-07, 2005-06 school years.

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Sep	Oct	Oct	Feb	Mar
SCHOOL SCORES					
Average Score	60	70	64	80	75
Number of students tested	30	32	18	30	29
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. 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:

Please note the following:

- The Diocese of Joliet changed test companies in 2006. The test data collected for the school years of 2009-10, 2008-09, and 2007-08 reflect the Iowa Test of Basic Skills. The test data collected for the 2006-07 and 2005-06 school years reflect test scores from the Terra Novas.
- The on-line data application does not allow for changes to the year of standardized testing. Since the year can not be changed, the scores reported for 2008-09 test year represent scores from the test administered in November of 2009. Therefore, the test results listed represent the school years of 2009-10, 2008-09, 2007-08, 2006-07, and 2005-06 respectively.

Subject: Reading

Grade: 4

Test: ITBS/Terra Nova

Edition/Publication Year: Form C 2001/2nd Edition 2001 Publisher: Riverside Publishing/CTB McGraw-Hill

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Sep	Oct	Oct	Feb	Mar
SCHOOL SCORES					
Average Score	63	70	73	87	75
Number of students tested	30	32	18	30	29
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. 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:

Please note the following:

- The Diocese of Joliet changed test companies in 2006. The test data collected for the school years of 2009-10, 2008-09, and 2007-08 reflect the Iowa Test of Basic Skills. The test data collected for the 2006-07 and 2005-06 school years reflect test scores from the Terra Novas.
- The on-line data application does not allow for changes to the year of standardized testing. Since the year can not be changed, the scores reported for 2008-09 test year represent scores from the test administered in November of 2009. Therefore, the test results listed represent the school years of 2009-10, 2008-09, 2007-08, 2006-07, and 2005-06 respectively.

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Sep	Oct	Oct	Feb	Mar
SCHOOL SCORES					
Average Score	69	72	66	74	61
Number of students tested	31	18	29	74	25
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. 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:

Please note the following:

- The Diocese of Joliet changed test companies in 2006. The test data collected for the school years of 2009-10, 2008-09, and 2007-08 reflect the Iowa Test of Basic Skills. The test data collected for the 2006-07 and 2005-06 school years reflect test scores from the Terra Novas.
- The on-line data application does not allow for changes to the year of standardized testing. Since the year can not be changed, the scores reported for 2008-09 test year actually represent scores from the test administered in November of 2009. Therefore, the test results listed represent the school years of 2009-10, 2008-09, 2007-08, 2006-07, and 2005-06 respectively.

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Sep	Oct	Oct	Feb	Mar
SCHOOL SCORES					
Average Score	77	81	71	80	77
Number of students tested	30	18	29	31	25
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	1
Percent of students alternatively assessed	0	0	0	0	1
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:

Please note the following:

- The Diocese of Joliet changed test companies in 2006. The test data collected for the school years of 2009-10, 2008-09, and 2007-08 reflect the Iowa Test of Basic Skills. The test data collected for the 2006-07 and 2005-06 school years reflect test scores from the Terra Novas.
- The on-line data application does not allow for changes to the year of standardized testing. Since the year can not be changed, the scores reported for 2008-09 test year represent scores from the test administered in November of 2009. Therefore, the test results listed represent the school years of 2009-10, 2008-09, 2007-08, 2006-07, and 2005-06 respectively.

Subject: Mathematics

Grade: 6

Test: ITBS/Terra nova

Edition/Publication Year: Form C 2001/2nd Edition 2001 Publisher: Riverside Publishing/CTB McGraw-Hill

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Sep	Oct	Oct	Feb	Mar
SCHOOL SCORES					
Average Score	61	68	74	69	77
Number of students tested	16	28	30	23	25
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. 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:

Please note the following:

- The Diocese of Joliet has changed test companies in 2006. The test data collected for the school years of 2009-10, 2008-09, and 2007-08 reflect the Iowa Test of Basic Skills. The test data collected for the 2006-07 and 2005-06 school years reflect scores from the Terra Novas.
- The on-line data application does not allow for changes to the year of standardized testing. Since the year can not be changed, the scores reported for 2008-09 represent scores from the tests administered in September of 2009. Therefore, the test results listed represent the school years of 2009-10, 2008-09, 2007-08, 2006-07, and 2005-06 respectively.

Subject: Reading

Grade: 6

Test: ITBS/Terra Nova

Edition/Publication Year: Form C 2001/2nd Edition 2001 Publisher: Riverside Publishing/CTB McGraw-Hill

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Sep	Oct	Oct	Feb	Mar
SCHOOL SCORES					
Average Score	68	75	70	68	82
Number of students tested	16	28	30	23	25
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. 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:

Please note the following:

- The Diocese of Joliet changed test companies in 2006. The test data collected for the school years of 2009-10, 2008-09, and 2007-08 reflect the Iowa Test of Basic Skills. The test data collected for the 2006-07 and 2005-06 school years reflect scores from the Terra Novas.
- The on-line data application does not allow for changes to the year of standardized testing. Since the year can not be changed, the scores reported for 2008-09 represent scores from the tests administered in September of 2009. Therefore, the test results listed represent the school years of 2009-10, 2008-09, 2007-08, 2006-07, and 2005-06 respectively.

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Sep	Oct	Oct	Feb	Mar
SCHOOL SCORES					
Average Score	78	76	59	74	79
Number of students tested	22	32	20	23	26
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	1
Percent of students alternatively assessed	0	0	0	0	4
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:

Please note the following:

- The Diocese of Joliet changed test companies in 2006. The test data collected for the school years of 2009-10, 2008-09, and 2007-08 reflect the Iowa Test of Basic Skills. The test data collected for the 2006-07 and 2005-06 school years reflect scores from the Terra Novas.
- The on-line data application does not allow for changes to the year of standardized testing. Since the year can not be changed, the scores reported for 2008-09 represent scores from the tests administered in November of 2009. Therefore, the test results listed represent the school years of 2009-10, 2008-09, 2007-08, 2006-07, and 2005-06 respectively.

Subject: Reading

Grade: 7

Test: ITBS/Terra Nova

Edition/Publication Year: Form C 2001/2nd Edition 2001 Publisher: Riverside Publishing/CTB McGraw-Hill

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Sep	Oct	Oct	Feb	Mar
SCHOOL SCORES					
Average Score	80	72	64	76	77
Number of students tested	22	32	20	23	26
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	1
Percent of students alternatively assessed	0	0	0	0	4
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:

Please note the following:

- The Diocese of Joliet changed test companies in 2006. The test data collected for the school years of 2009-10, 2008-09, and 2007-08 reflect the Iowa Test of Basic Skills. The test data collected for the 2006-07 and 2005-06 school years reflect scores from the Terra Novas.
- The on-line data application does not allow for changes to the year of standardized testing. Since the year can not be changed, the scores reported for 2008-09 represent scores from the tests administered in November of 2009. Therefore, the test results listed represent the school years of 2009-10, 2008-09, 2007-08, 2006-07, and 2005-06 respectively.