

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: Mr. Michael Birdoes

Official School Name: St Vincent de Paul

School Mailing Address:
6001 N. University
St. Peoria, IL 61614-4164

County: Peoria State School Code Number*: 48072019x10-0000

Telephone: (309) 691-5012 Fax: (309) 683-1036

Web site/URL: svdpvikings.com E-mail: mbirdoes@svdpvikings.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*: Brother William Dygert, PhD

District Name: Diocese of Peoria Tel: (309) 671-1550

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: Mrs. Noreen Dillon

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. 9 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	28	20	48	6	30	26	56
K	22	23	45	7	28	20	48
1	32	33	65	8	32	27	59
2	33	29	62	9			0
3	29	32	61	10			0
4	25	26	51	11			0
5	28	29	57	12			0
TOTAL STUDENTS IN THE APPLYING SCHOOL							552

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
3 % Asian
1 % Black or African American
1 % Hispanic or Latino
1 % Native Hawaiian or Other Pacific Islander
89 % White
4 % Two or more races
100 % **Total**

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

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

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	14
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	6
(3)	Total of all transferred students [sum of rows (1) and (2)].	20
(4)	Total number of students in the school as of October 1.	566
(5)	Total transferred students in row (3) divided by total students in row (4).	0.035
(6)	Amount in row (5) multiplied by 100.	3.534

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

Total number limited English proficient 0

Number of languages represented: 1

Specify languages:

9. Students eligible for free/reduced-priced meals: 3 %

Total number students who qualify: 19

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: 6 %

Total Number of Students Served: 35

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

<u>1</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>5</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>12</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>10</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>3</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>26</u>	<u>3</u>
Special resource teachers/specialists	<u>1</u>	<u>1</u>
Paraprofessionals	<u>2</u>	<u>0</u>
Support staff	<u>0</u>	<u>4</u>
Total number	<u>30</u>	<u>8</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 22 :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	98%	97%	99%	98%	98%
Daily teacher attendance	97%	94%	94%	95%	96%
Teacher turnover rate	3%	11%	8%	6%	8%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

The teacher attendance was below 95% in the years 2007-2008 and 2006-2007 due to maternity leaves in those years.

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

PART III - SUMMARY

St. Vincent de Paul School exists to foster the teachings and values of Jesus Christ within an educational environment. The school was founded in 1962 with grades first through fourth. One grade level was added with two classes per grade for the next four years. By the fall of 1965 the school housed grade levels first through eighth with two classrooms per grade level. Kindergarten was added in the fall of 1981. For 23 years the school staff consisted primarily of Dominican sisters from Springfield, Illinois until they departed in 1985. In 1999 a major addition was constructed including two preschool classrooms, three kindergarten classrooms, four additional classrooms, a science lab which was used as a classroom, a computer lab, and a new library. In addition to the school facilities, the new building also includes a parish hall which serves a variety of functions and seats up to 400 people.

In the summer of 2008 the original building was renovated and an addition was constructed. The new addition includes a new music room and a new gymnasium with a stage, locker room, and concession area.

By instilling the values of Jesus Christ and the Roman Catholic Church, St. Vincent de Paul School is dedicated to outstanding academic achievement that establishes students as effective leaders with a positive and moral impact on the community. By embracing this mission, the educational outcomes at St. Vincent de Paul School are unique and different from those of similar public educational facilities. The school assumes the dual nature of humanity – the spiritual and the physical. The educational program addresses both of these natures and is therefore a complete and holistic approach to education.

St. Vincent is located in a residential neighborhood in a suburban community. The school offers Catholic elementary education to all students regardless of race, color, creed, and gender. St. Vincent provides funding to any families in need through the school's Endowment Fund.

There is a positive school climate as parents and teachers are dedicated to making St. Vincent a strong family community. Parents have a strong commitment to volunteerism and support teachers in educating their children. St. Vincent builds a Christ centered atmosphere by incorporating the teachings of the Church into every aspect of the curriculum and students' lives. The school community participates in liturgy, prayer, and sacraments on a regular basis. Students have several opportunities to participate in co-curricular and athletic activities including Chess Club, Lego League, Declamations, Math Counts, Scholastic Bowl, Boy and Girl Scouts, newspaper, Student Council, and yearbook.

Several service projects are put into practice to instill a sense of service to the community. Recent service projects include Toys for Tots, care packages to military in Iraq, visits to nursing homes, Christmas turkey baskets, and donations and volunteerism to various charities such as soup kitchens, crisis nurseries, Children's Home, and Locks of Love.

St. Vincent provides a well balanced, progressive curriculum that educates young people to achieve their highest potential. Teachers use a variety of innovative instructional methods and support programs to meet the needs of their students. St. Vincent offers the Academy of Reading and Math programs and a resource teacher to support both students needing intervention and students who excel. Enrichment classes in the areas of math and science are offered to middle school students. The curriculum prepares the students of St. Vincent for high academic achievement. For the past five years students scored above the ninetieth percentile nationally in math and reading.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

The Diocese of Peoria determines the standardized assessment that will be administered to all schools within their governance. For the 2008-2009 school year, the diocese switched from the complete battery of Terra Nova the Second Edition and Inview cognitive abilities test to the Iowa Test of Basic Skills (ITBS) and the Cognitive Abilities Test (CogAt).

In previous years, St. Vincent de Paul School administered the Terra Nova to third, sixth, and eighth grades. The complete battery of ITBS and CogAt was administered in the fall of 2008 to grades three, five, and seven. The standardized achievement battery is given to provide assessment data that can improve instruction and monitor school and student progress. This test compares the students' scores with others in the same grade level.

St. Vincent has a strong tradition of academic success. For eight consecutive years, St. Vincent has been among the top scorers of the 42 elementary schools in the Diocese of Peoria. Students consistently score above average in national norms of the standardized test. St. Vincent's test results demonstrate consistent high achievement in reading and math. From 2001 to 2008 our students achieved composite scores within a percentile range of 77 to 84 in reading. For the same seven year span, the students scored within a percentile range of 74 to 84 in math.

When comparing Terra Nova results in math and reading students' scores consistently improve as they progress through each grade level. When analyzing the math composite results from 1999 to 2007, a trend of growth is evident. Students gained an average of 7 percentiles as they progressed from sixth to eighth grade. The same trend occurred with reading composite scores. Students gained an average of 5 percentiles as they progressed from sixth to eighth grade. The current seventh grade class achieved a national percentile rank of 80 in reading and 74 in math.

For both the ITBS and Terra Nova tests, a cognitive test was administered. Results are used from the cognitive test to generate a predicted score for the battery test. St. Vincent consistently scores significantly higher on the obtained battery score compared to the predicted score. For example, in 2008, based on the cognitive test, the predicted reading composite score was the percentile rank of 65, while the obtained score was the percentile rank of 80. The predicted score for the math composite in 2008 was 64th percentile while the obtained score was 74th percentile. This was consistent with previous years as the obtained score in reading and math, since 2000, on average, was 9 percentiles higher than the predicted score. This demonstrates the high academic expectations of the teaching staff, and exhibits the hard work of the students.

2. **Using Assessment Results:**

The achievement test results are an integral part of the school improvement process. St. Vincent is accredited through the North Central Association Commission on Accreditation and School Improvement (NCA CASI). Using the NCA CASI model, the data committee analyzes test scores and suggests areas of improvement. This drives the school improvement process by writing school improvement plans and guiding professional development based on test results. On a school improvement day, test scores were analyzed and math was targeted as an area for curricular improvement. The staff wrote school improvement goals, planned professional development, and determined needs assessments for math computation. All grade levels carry out an action plan to improve student performance in this area. For example, third and fourth grade teachers have planned to create a math fact log, and first and second grade teachers implemented Rocket Math to improve student accuracy in math computation.

Teachers review test results on an individual basis as well. These results indicate specific areas of strength and areas for improvement. Teachers then differentiate learning based on the needs that are shown through the results. For example, reading teachers use guided reading selections based on the level of their students.

3. Communicating Assessment Results:

St. Vincent communicates student performance to parents both formally and informally in a variety of ways. Grades K-5 receive report cards at the end of each quarter. Also at this level, mid-term progress reports are sent when a student is performing below average or failing in any subject. Grades 6-8 receive report cards and mid-term progress reports each quarter. In November, formal teacher/parent conferences are held in every grade.

Teachers informally communicate progress through graded papers, tests, written and oral feedback. Additional conferences are held as needed throughout the school year at the request of the parent or teacher.

The principal shares honor roll and overall testing achievement scores with the parents, the Education Commission, and community through the school newsletter and parish bulletin.

A report of the results of those who take the ITBS is sent home with the first report card in time for parents to preview before the November conferences. Teachers explain and answer questions any parent may have about this testing. Parents may also obtain information online.

Using RenWeb, an online communication program, the principal and teachers keep parents informed of school and classroom events and activities. St. Vincent uses this program to provide student progress information. Parents are able to view their student's grades and assignments on an ongoing basis.

4. Sharing Success:

St. Vincent is dedicated to sustaining relationships with other schools in the diocese. The principal participates in monthly meetings with area diocesan principals. Student achievement, best teaching practices, and successful programs are shared with other schools in the diocese. The principal collaborates with the Commission on Education Public Relations Committee to communicate school success to the surrounding community.

Teachers meet in diocesan grade level teams to share and discuss successful teaching strategies. Teachers are also encouraged to contact the local newspapers to showcase special projects or events in classrooms. An open house is held for the parish community during the annual Catholic School's Week to feature classroom accomplishments and to bind our unity in faith. The parish community is kept informed of the school's success through their weekly bulletin.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

St. Vincent achieves academic excellence with a challenging curriculum and a variety of instructional strategies. Teachers base instruction on the needs of their students. Teachers use whole group and small group instruction, hands-on activities, class discussion, cooperative learning, technology, and authentic assessments. St. Vincent curriculum meets Illinois state learning standards. Throughout each subject area, textbooks are up-to-date, aligned with state standards, and supplemented with other educational materials. Core subjects taught at St. Vincent are religion, language arts, mathematics, science, social studies/history, Spanish, art, music, physical education, and technology.

Religion is the primary focus at St. Vincent. The curriculum was written by a religion committee for the Diocese of Peoria that focuses on faith development, virtue and morality, knowledge of the Catechism of the Catholic Church, and Church history and tradition. Religion is also interwoven into all subject areas to integrate a Catholic world view.

St. Vincent's language arts curriculum includes reading, writing, phonics, spelling/vocabulary and grammar. The reading curriculum emphasizes the development of phonics, phonemic awareness, word analysis/vocabulary, fluency, and comprehension. Writing instruction is a developmental process that stresses focus, elaboration, organization, and conventions. Students write for a variety of purposes. The phonics, spelling/vocabulary, and grammar curricula promote proficiency in reading and writing.

Problem solving and math concepts are at the heart of the math curriculum at St. Vincent. A wide variety of math manipulatives are used to assist math instruction and provide a visual understanding of concepts.

The science curriculum in the primary grades focuses on the teaching of life science, earth science, and physical science. Teachers engage students in activities that utilize the scientific method and build upon process skills with special emphasis in hypothesizing, observing, analyzing, problem solving, and drawing conclusions. The middle school has a science lab which is used to actively engage students in sixth through eighth grade in genetics, cells, weather, plate tectonics, volcanoes, chemistry, physics, and life science.

The social studies curriculum encompasses United States and world history, civic, economics, and geography. Teachers use maps, diagrams, guest speakers, and technology. Field trips and Junior Achievement volunteers help to bring global and local views into the classrooms.

Spanish is offered for second through eighth grades during the school day. Second grade attend once a week for 30 minutes per week while third and fourth grade attend once a week for 45 minutes per week. Fifth and sixth grades attend Spanish class twice a week for 90 minutes per week. Seventh and eighth grades attend Spanish class three times a week for 150 minutes per week. Second through fourth grade engage in acquisition of basic vocabulary. The fifth grade curriculum consists of building vocabulary and learning simple sentences and phrases. Sixth through eighth grade builds on previous years" while extending vocabulary usage with adjectives and conjugation of verbs.

Students at St. Vincent express themselves creatively through art. Teachers include crafts and art projects into their weekly curriculum. St. Vincent also has the Picture Person program. In this program volunteers present an art concept and well known artist and engage students in an art project that mirrors that theme.

The music curriculum at St. Vincent is centered on praising God through church music. Students receive music class weekly where songs are sung, instruments are presented, and basic music theory concepts are taught.

Physical education is offered to students twice a week. During this time game techniques are taught with emphasis on teambuilding and sportsmanship. Curriculum includes both health and fitness.

2a. (Elementary Schools) Reading:

(This question is for elementary schools only)

St. Vincent uses the Macmillan McGraw Hill basal series which offers high quality literature and integrates grammar, writing, and spelling for a total language arts approach. A strong phonics background begins in kindergarten with letter books and is reinforced throughout first, second, and third grade as well as development of phonemic awareness, fluency, vocabulary and comprehension. Reading for information and development of strategies to understand text is emphasized in the upper grades. Literary terms, strong vocabulary skills and poetry are taught in the seventh and eighth grades using a literature book and various novels.

The reading series allows teachers to introduce, model, teach, and review skills that are matched to the state learning standards at all grade levels. Small group instruction is used to reinforce or differentiate lessons that have been taught. Each selection allows teachers to individualize with leveled books reaching all learners using the same concepts, skills, and vocabulary. To enhance reading development the Accelerated Reading program is used through the library system to encourage reading and to build comprehension. A resource teacher works with small groups, individual children, and teachers to remediate reading for students who are reading below grade level. Academy of Reading, a computer program, also provides a different way to build phonics and reading comprehension skills. Many teachers use incentives in their rooms to encourage reading such as the Reading Rainbow contests, poetry contest, Six Flags, Book- It, and Scholastic Read to Succeed program.

St. Vincent recognizes the connection between reading and writing. The school prides itself in having a strong writing program. A commitment of the whole staff to improve writing scores and use common language throughout each grade is demonstrated by scores ranking at the top of the Diocese of Peoria. Students complete a finished essay each week learning to write in a variety of genre. A sample of writing is kept each year to show progress and development from grade to grade and passed on to the next teacher.

Throughout the past four years, students' scores in the exit grades have consistently ranked in the top ninety percent. Our writing scores, taken through Metritech, are consistently among the top five schools in the Diocese of Peoria, which consists of 42 elementary schools.

3. Additional Curriculum Area:

The St. Vincent technology program is a multi-faceted educational experience. Students participate in technology classes for approximately one hour per week with one teacher that instructs the courses for every student (Kindergarten through eighth grades). St. Vincent students utilize a computer lab complete with quality printers, digital cameras, video cameras, LCD projector, and SMART board. Students participate in a variety of lessons centered on Microsoft programs and Internet usage. Programs such as Power Point, Word, and Excel are used to create a variety of differentiated products through cooperative learning. Internet research is conducted and graphically organized through Kidspiration and Inspiration programs providing students opportunities for progressive critical thinking. Older students take pictures throughout the school and learn how to edit pictures to include in other projects. Internet safety and ethics are also addressed in accord with Catholic moral foundations. Students are taught about Internet privacy issues along with plagiarism and piracy avoidance.

Teachers have an array of options for technology integration in their classrooms. A mobile computer lab is available for checkout throughout the school day. Up to thirty laptops can be used wirelessly in classrooms to impact class projects and inquiry units in positive ways. Third grade teachers utilize this tool frequently during an Inquiry Based Learning unit where students are grouped and instructed to learn and complete products based on a certain solar system component. Middle school teachers each have a laptop and LCD projector to maximize student visualization of learning concepts. Fifth grade teachers have recently used their LCD projector to display streaming video from Colonial Williamsburg. Four SMART boards are available for teacher use throughout the school. Teachers can share and use the mobile SMART boards and projectors in many cross-curricular ways to improve student achievement and motivation.

Technology opportunities are endless. It is with this in mind that St. Vincent develops and empowers students to use technology in ways that will benefit continuous learning.

4. Instructional Methods:

St. Vincent teachers strive to appropriately challenge all students to their learning potential. Due to differences in ability, interests, and learning styles, teachers employ a variety of strategies to reach each child's individual needs. Many lessons are differentiated based on content, product, or interest. Teachers also take into consideration the many different learning styles that can be apparent in a classroom, such as auditory, visual, or kinesthetic. A math lesson will include auditory discussion of a problem solving technique, symbolic visualization in pictures or simply completing the problem. Manipulatives are incorporated for those students with kinesthetic needs.

Teachers also use a variety of cooperative learning methods to enhance learning in the classroom. Students perform well when allowed to work and interact with others producing a product for a class assignment. Not only do they learn from each other, but they also learn social skills to further develop the whole child in a manner that is consistent with St. Vincent's mission. Social skills learned through cooperative learning help students grow into productive, moral citizens who can enter the workforce with the ability to work with teams and other peers.

Teachers also utilize a resource teacher to give reinforcement to some students in areas where extra help is needed. The resource teacher is also available to help extend and enrich lessons to challenge those who excel. Additional tools are the Academy of Math and Reading. These computer programs are designed to aid and enrich students in the areas of math and reading.

Frequent field trips are taken to supplement learning throughout the school. Students are often seen going on educational trip, and teachers spend much time preparing for such trips to make them worthwhile experiences. Fifth grade students have engaged in an electronic fieldtrip program through Colonial Williamsburg. One Thursday a month, video was streamed into the classroom where students actively engaged in a historical program by asking questions via phone or message boards.

5. Professional Development:

St. Vincent de Paul School is dedicated to continuous improvement. Teachers have many opportunities to grow professionally as educators. The administration dedicates funds to professional development, and teachers are required to further their growth.

Student data guides professional development at St. Vincent. The Data Committee provides the teachers with results from achievement tests and surveys from graduates, parents, teachers, and students. Teachers use that data to derive school improvement goals. Teams of teachers create an action plan to support the school improvement goal. The action plan emphasizes professional development such as seminars, workshops, course work, or text assignments.

More specifically, St. Vincent has a school improvement goal of increasing student achievement by improving critical thinking skills. Teachers attended two workshops in which experts in the field provided practical applications for implementing critical thinking into the curriculum. Kindergarten through fifth grade teachers also attended an in-service on Singapore Math. Teachers are currently applying strategies learned at these workshops to their daily teaching.

On the school level, teachers have the opportunity to meet monthly in departments to discuss teaching strategies and student achievement. Likewise the diocese provides annual school improvement meetings that include keynote speakers and grade level meetings. On an individual basis, teachers at St. Vincent are in the process of creating Professional Growth Plans. In the Professional Growth Plan process, an individual teacher identifies an area of growth, based on student achievement, and creates a plan to improve in that specific area. The school administrator monitors the teacher's Professional Growth Plan.

St. Vincent de Paul School understands that the quality of instruction has a direct effect on student learning. The school is devoted to continually improving the curriculum and teaching practices to increase student achievement.

6. School Leadership:

St. Vincent de Paul School recognizes that students and teachers benefit from strong leaders who are committed to student achievement. The administration at St. Vincent includes the pastor and school principal. The pastor oversees the entire parish including the school. The principal is the primary leader of the school. The diocese's Office of Catholic Schools also advises the principal in school law and policy making. Also providing leadership for the school is the Commission on Education, a council comprised of elected parish members that advise the pastor and school principal in decision making for the school.

The school principal implements and monitors school policy. School policy is communicated through the student handbook and upheld by the school principal. The principal is responsible for identifying programs and funding to improve student achievement. For example, the school principal participated in the Enhancing Education Through Technology Grant (E2T2). This grant helped St. Vincent improve student academic achievement in the areas of language arts, math and science through the use of technology. Funding provided by the grant allowed St. Vincent to attain more technology and participate in professional development and teacher training that encouraged the effective integration of technology resources and systems. The school principal has also played a vital role in the NCA accreditation process. The principal guides teachers in the professional development process and provides feedback to teachers on how best to improve teaching practices.

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>\$3500</u>	<u>\$3500</u>	<u>\$3500</u>	<u>\$3500</u>	<u>\$3500</u>	<u>\$3500</u>
K	1st	2nd	3rd	4th	5th
<u>\$3500</u>	<u>\$3500</u>	<u>\$3500</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? \$ 4200 (School budget divided by enrollment)
5. What is the average financial aid per student? \$ 1842
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?
5 %
7. What percentage of the student body receives scholarship assistance, including tuition reduction?
7 %

PART VII - ASSESSMENT RESULTS

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Subject: Mathematics Grade: 3 Test: Terra Nova/ITBS
 Edition/Publication Year: Second-2000/2001-2002 Publisher: McGraw Hill/Riverside
 Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Sep	Sep	Sep	Sep	Sep
SCHOOL SCORES					
Average Score	66	70	71	68	69
Number of students tested	52	55	63	62	60
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:

The students at St. Vincent de Paul were tested using Terra Nova from (grades 3-6-8) 2004 - 2005 through 2007 - 2008. The Iowa Test of Basic Skills (grades 3-5-7) replaced Terra Nova in 2008 - 2009

Subject: Reading Grade: 3 Test: Terra Nova/ITBS
 Edition/Publication Year: Second-2000/2001-2002 Publisher: McGraw Hill/Riverside
 Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Sep	Sep	Sep	Sep	Sep
SCHOOL SCORES					
Average Score	77	77	80	69	74
Number of students tested	52	55	63	62	60
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:

Students at St. Vincent de Paul were tested using Terra Nova (grades 3-6-8) from 2004-2005 through 2007-2008. The Iowa Test of Basic Skills (grades 3-5-7) replaced Terra Nova in 2008-2009.

Subject: Mathematics Grade: 7 Test: Iowa Test of Basic Skills
Edition/Publication Year: 2001-2002 Publisher: Riverside
Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Sep				
SCHOOL SCORES					
Average Score	74				
Number of students tested	60				
Percent of total students tested	100				
Number of students alternatively assessed	0				
Percent of students alternatively assessed	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					

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	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
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