

PART I - ELIGIBILITY CERTIFICATION

12PV313

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 2011-2012 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 foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
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

12PV313

All data are the most recent year available.

DISTRICT

Questions 1 and 2 are for Public Schools only.

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban

4. Number of years the principal has been in her/his position at this school: 4

5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	26	26	52		6	34	50	84
K	27	22	49		7	36	34	70
1	32	29	61		8	31	29	60
2	26	33	59		9	0	0	0
3	34	36	70		10	0	0	0
4	36	30	66		11	0	0	0
5	29	34	63		12	0	0	0
Total in Applying School:								634

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
1 % Asian
0 % Black or African American
3 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
91 % 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 2010-2011 school year: 1%

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

(1)	Number of students who transferred <i>to</i> the school after October 1, 2010 until the end of the school year.	6
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	3
(3)	Total of all transferred students [sum of rows (1) and (2)].	9
(4)	Total number of students in the school as of October 1, 2010	657
(5)	Total transferred students in row (3) divided by total students in row (4).	0.01
(6)	Amount in row (5) multiplied by 100.	1

8. Percent of English Language Learners in the school: 0%

Total number of ELL students in the school: 0

Number of non-English languages represented: 0

Specify non-English languages:

9. Percent of students eligible for free/reduced-priced meals: $\frac{0\%}{0}$
 Total number of students who qualify: $\frac{0}{0}$

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: $\frac{4\%}{27}$
 Total number of students served: $\frac{27}{27}$

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>2</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>4</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>20</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>1</u>
Classroom teachers	<u>22</u>	<u>6</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>6</u>	<u>1</u>
Paraprofessionals	<u>3</u>	<u>14</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>8</u>	<u>7</u>
Total number	<u>41</u>	<u>29</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: 25:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	96%	95%	98%	97%	97%
High school graduation rate	%	%	%	%	%

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

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

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	_____ %
Total	_____ 0%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

No

Yes

If yes, what was the year of the award?

St. John of the Cross Parish School (SJC) is a faith-based Catholic school located in the affluent suburb of Western Springs, Illinois, which has approximately 13,000 residents and resides sixteen miles from downtown Chicago. It attracts students from Burr Ridge, LaGrange, Hinsdale, Willowbrook, Willow Springs, Chicago and other local communities. Currently, the enrollment is 634 students from more than 330 families in Preschool through 8th grade. SJC follows the Chicago Archdiocesan curriculum which is aligned with State of Illinois learning standards. In addition to the liberal arts education, the school offers students a well-rounded fine arts education, which includes complete music, art, physical education, computers, and Spanish program. The facilities compliment the education that SJC strives to impart upon its students. The facilities include a school chapel, Learning Resource Center, dedicated science lab, computer lab, art and music rooms, upper gymnasium with stage and bleachers, lower gymnasium/lunchroom, and an outdoor environmental learning space (courtyard). St. John of the Cross Parish School community lives by its mission statement, “to provide a safe and dynamic Catholic environment where faith is nourished and knowledge grows. We offer challenging educational experiences that foster success, promote unity, and respect the individuality of each student. Our parish school prides itself on multi-generational Catholic traditions and achievement, which empowers our students to live **The Good News, Rooted in Faith, Growing in Knowledge.**”

St. John of the Cross Parish School’s overall strength is its Catholic identity, which the students encounter in many of their daily activities. Students grow spiritually and deepen their faith through daily prayer, school liturgies and prayer services, special religious celebrations, and service projects. As a school body, the day begins with a student led prayer over the PA system, followed by an all school recitation of the Prayer of St. Francis. Each day, a representative from each homeroom attends a peace and justice prayer in the school chapel. It reminds students of their role in striving for peace in this world and challenges them to believe that they can change the world through prayer. Students attend liturgies twice a month, take part in Eucharistic Adoration, and plan/participate in their own classroom prayer services. Students plan/participate in liturgies as altar servers, lectors, and cantors. The Living Rosary, weekly Advent Prayer Services, Christmas Pageant, Stations of the Cross, and May Crowning are just a few of the special religious celebrations each year at SJC. Teachers, students, and parents work together during sacramental preparation. Our theme – Ready, Respectful, Responsible – further enhances the character traits and Catholic identity embedded within the school climate. The written and taught curriculum internalizes the values, teachings, and traditions of the Catholic Church through the implementation of the Archdiocese of Chicago religion curriculum, prayer, service experiences, and social/emotional learning programs. St. John of the Cross Parish School identifies itself with the Catholic traditions, which it has sustained since the doors of the school opened in 1961. This milestone is especially evident as the school celebrates its 50th anniversary during this school year.

Another strength of St. John of the Cross Parish School is its academic excellence. As evidenced by the test scores, the children rank in the top 15% of the nation. A dedicated staff with an average of 15 years experience provides the children with a solid, consistent, and fluid implementation of the curriculum.

Because our SJC community believes in the faith-based education, the parents are involved in all aspects of student life. They volunteer in the Art Appreciation Program, assist teachers within the classroom, especially in small group work, prepare special lunches for the children, help as library aides, lunch aides, recess aides, and Learning Resource aides. Parents attend field trips as chaperones and manage various programs for the children. The Parent Association is an organized and efficiently run group which enriches the home/school life. This tradition has been intact since the school opened its doors.

The students participate in various opportunities as an extension of their learning. These include competitive math competitions and academic bowls throughout the Chicago land area, the Regional Fair,

Author's Day, Invention Convention, author Skype, puppet shows, curricular related field trips, school play, choir, band, Student Council, Math Club, Recycling Club, Speech Club, Journalism Club, Yearbook, and no cut athletics in grades five through eight. Students have received Presidential Academic Excellence Awards, Daughter of the American Revolution Awards, Rotary Club Awards, Scholarship recipients to local Catholic High Schools, citizenship awards, Christian Leadership awards, service awards, American Legion Awards, Kiwanis Club Outstanding Math and Science Awards, and VFW Writing Awards.

St. John of the Cross Parish School stresses the importance of service as a way of life. Grade levels prepare sandwiches for Port Ministry bi-monthly. Other service projects include Christmas seasonal service projects, Breakfast with Baby Jesus, service projects for sharing parishes, pen pal projects, Adopt-a-Soldier, tree decoration in downtown Western Springs, and food donations to the local food pantry. Last year, St. John of the Cross Parish School supported an Honors Flight Program, where the school community raised funds to send World War II veterans to Washington for a day. The students raised \$6000.00.

The faith-based, academic program as described above and throughout this document, as well as the talented teaching staff, supportive families, and excellent students make St. John of the Cross Parish School Community worthy of Blue Ribbon status.

1. Assessment Results:

Each school year, in March, St. John of the Cross Parish School administers the CTB-McGraw Hill Terra Nova Multiple Assessments. The Archdiocese of Chicago requires that students in grades three, five and seven take part in the standardized testing each year, however, SJC tests all students in grades three, four, five, six and seven. Testing in each of these grades allows administration and teachers to measure growth of individual students and groups over time. Students who have been identified with a learning disability and who have a formal Individual Education Plan which requires testing accommodations, such as extended time, alternate setting or tests read aloud, are provided those accommodations at SJC. The Terra Nova Reading Test measures objectives in *basic understanding, analyzing text, evaluating and extending meaning, and identifying reading and writing strategies*. The Terra Nova Math Test measures objectives in *number and number relations, computation and estimation, measurement, geometry and spatial sense, data, statistics and probability; patterns, functions and algebra; problem solving and reasoning and communication*.

Students at St. John of the Cross Parish School consistently score above the national average and the qualifying benchmark for a high performing school under the NCLB-Blue Ribbon school criteria in both reading and mathematics. For the most recent test scores, the percentage of SJC students scoring above the national average of 50% in reading, in third grade is 79%, 87% in fourth grade, 92% in fifth grade, 96% in sixth grade and 95% in seventh grade. For mathematics, the percentage of students scoring above the national average of 50% in third grade is 97%, 92% in fourth grade, 94% in fifth grade, 96% in sixth grade and 97% in seventh grade.

When looking at the Terra Nova test data over a five-year period, students at SJC consistently score in the 70th, 80th or 90th percentiles in all subject areas at all grade levels, with a majority of the scores being in the 80th percentile. We attribute the increased scores in mathematics in grade three over a five-year period to the adoption and implementation of the Everyday Math Program.

Overall, scores have remained steady over a five-year period. The administration attributes consistently high achievement to dedicated staff who analyze achievement data on a regular basis to improve student achievement and strive to improve instruction through professional development; implementation of a strong standards-based curriculum with yearly review of programs and a commitment to implement research-based instruction; intervention programs which allow students to learn in small group learning environments to meet student learning needs, and high parental commitment to education.

St. John of the Cross Parish School is proud of student achievement on the Terra Nova.

2. Using Assessment Results:

St. John of the Cross Parish School systematically utilizes assessment results to improve instruction and student learning. Upon receiving the Terra Nova results in May, administration reviews the results to determine overall trends in the data. These trends are shared with faculty and staff at a faculty meeting at which time, grade level and subject area results are distributed to all faculty and staff. Grade level teachers analyze the data, by determining grade level, as well as individual strengths and weaknesses. Teachers also compare the Terra Nova results to AIMSweb results, which have been gathered throughout the year to determine if there are any discrepancies in student performance. Teachers then collaborate with administration and parents to determine the source of the discrepancy.

On the school level, Terra Nova and AIMSweb assessment data is used in a variety of ways. It is used to determine strengths and weaknesses of school programs. Placement of students into homerooms, math groups, reading clubs and CORE groups are completed using standardized testing results. Grouping and instructional time based on high, medium or low mastery on Terra Nova also occurs. At the end of the school year, teachers attend a “card party,” at which teachers fill out learning cards for each student noting learning style, strengths, challenges, assessment results and any other notable information that may affect that student’s learning. These cards are passed on to the next grade level at the beginning of each school year.

St. John of the Cross Parish School is proactive in communicating assessment data and student performance to the school community. The Terra Nova Home Report is sent to parents in May, with a letter explaining the SJC Median National Percentiles and the SJC Local Percentages above National Averages of 50%. Results are shared with members of the School Advisory Board at a meeting, which is open for all parents to attend. Longitudinal data and areas for improvement by grade level are explained. Terra Nova results are posted on the SJC website. Both Terra Nova and AIMSweb results are included in the SJC School Information Packet, which is given to all prospective families. Three times per year, AIMSweb benchmark results are sent home to parents in grades Kindergarten through eight. Student performance is available on a daily basis in grades four through eight in Power school, an online student information system, where parents and students can access grades from home. Progress reports are sent home twice per year, either by hard copy or electronically, depending on grade level. Report cards are sent home to all students at the end of each trimester. Teachers regularly post subject area and grade level newsletters on the SJC website. Student achievement and activities are announced on the SJC website on a daily basis, in the St. John of the Cross Parish bulletin on a weekly basis, and in local newspapers on a monthly basis.

To inform parents of individual student achievement, regular communication occurs between home and school. Students in grades kindergarten through four have a “Friday Folder” in which all student work for the week is sent home. Students in grades three through eight have assignment notebooks. Phone and email communication between parents and teachers occur on a daily basis. Meetings are held with parents, teachers and the assistant principal when a child is experiencing challenges in the classroom. The team works together to develop strategies to help the child be more successful. If the need arises, the team meets with a Special Education Director from one of the local public school districts to consult and determine if further assessments are needed and if an Individual Education Plan or 504 Plan is needed. The assistant principal and classroom teachers consult with the local school districts to meet student need on a regular basis. St. John of the Cross Parish School is very fortunate to have them as a resource for our parents and students.

3. Sharing Lessons Learned:

St. John of the Cross Parish School faculty and staff actively shares its successes and collaborates with other schools and the community.

The principal regularly attends and participates in a monthly meeting with principals from the Archdiocesan Catholic schools in Vicariate 4 Council B. One of the assistant principals is a contributing member at the monthly meetings of Lyons Township Articulation Committee. This committee is comprised of assistant superintendents, curriculum directors, principals and assistant principals of the feeder schools into Lyons Township High School. The committee shares strategies and resources in an effort to effectively prepare students for high school. The other assistant principal is the school leader of the Community Leadership Program, which involves student leaders in grades six, seven and eight. The group meets on a monthly basis to discuss student need.

Within the last several years, St. John of the Cross Parish School has been host for numerous courses for area teachers, parents, members of the community and Archdiocese of Chicago. These courses have included: Protecting God’s Children, Mandated Reporter Training, Internet Safety, Terra Nova

Workshops, coaching clinics, *Race to Nowhere* Presentation, Catechetical Workshops, Fire Department training, CPR training and Archdiocesan Council meetings and retreat.

All subject area and fine art teachers in grades seven and eight attend articulation meetings three times per year with teachers from the local public and private schools. Teachers at all grade levels have hosted high school students from Lyons Township High School. The students from Lyons Township are in a teaching program. They come to SJC every day for two months to assist the homeroom teacher or subject area teacher. SJC teachers and staff act as a mentor for these aspiring teachers. Various teachers have been cooperating teachers with students at local universities who are completing their student teaching requirements. SJC has hosted future and current teachers from other schools for observation hours. One of our teachers has presented at an early childhood conference.

The students at SJC reach out to the community with their many gifts and talents through various activities including: bi-monthly Port Sandwich making, service projects that benefit sharing parishes, raising money to help host an Honor Flight in conjunction with Lyons Township High School, Breakfast with Baby Jesus, pen pal projects, participation in academic competitions and essay contests in grades five through eight, the production of an annual school play, school choir singing within the community, decorating Christmas trees in downtown Western Springs and Adopt-a-Soldier.

4. Engaging Families and Communities:

St. John of the Cross Parish School is blessed to have strong parent and community involvement. Faculty and staff work with parents and members of the community on a daily basis to enhance student success.

Every day parents volunteer at SJC. They wear many hats in the education of their children: volunteering in the classrooms, volunteering in the Learning Resource Center, supervising in the lunchroom, supervising at recess, coaching athletic teams, organizing the twice-yearly Book Fair, Christmas service projects, Back-to-School Tailgating party, Ice Cream Social, attending and supervising field trips, attending early childhood PE classes, assisting the school nurse during hearing/vision screening, organizing and staffing Celebrate SJC Day and special lunch day volunteers. Parents eagerly attend the following activities, which promote the successes at SJC: liturgies and prayer services, Meet the Teacher Night in the fall, parent/teacher conferences in the winter and spring, Spotlight on SJC in the spring, Band and Choir Concerts, Invention Convention, Regional Fair and Breakfast with Baby Jesus. Parent involvement is vital to the success of St. John of the Cross Parish School.

St. John of the Cross Parish School also relies on the community to increase student success. SJC administrators, faculty, parents and students work very closely with two local public school districts to meet the educational needs of students. The districts host Child Find meetings, complete assessments and/or observations necessary for special education identification, provide special education services, collaborate with teachers to develop strategies to meet student need. The local school districts and park districts include the SJC community when hosting workshops, speakers or programs.

Communication to parents and the community is key to promoting St. John of the Cross Parish School and keeping everyone “in the loop.” A new position, Director of Advancement, was created two years ago to promote St. John of the Cross Parish School to the community. Since the inception of this position, a new website has been launched, SJC newsletters are sent to the community, an alumni data base and annual fund were developed and there has been significant increase in community awareness of SJC through parish bulletin and local newspapers.

1. Curriculum:

St. John of the Cross Parish School is a faith-filled environment. We employ an extremely dedicated staff who strives for excellence in academics and who make it a priority to remain current on educational best practices and technology. Our curriculum meets Archdiocesan and state standards. We strive to meet the needs of students by incorporating NCEA best practices, Marzano's Nine Essential Strategies and Bloom's Taxonomy into lessons. We have an integrated fine arts/educational support program that include CORE, computers, Spanish, art, music, physical education and a learning resource center.

Religion: SJC is rooted in the Catholic faith. The students are instructed on the teachings of Jesus Christ and the importance of living Gospel centered lives. Student written and student-led prayer, scripture reading, student-led prayer services and liturgies, sacramental preparation, daily peace and justice prayer, service projects and daily integration of faith into subject areas help students appreciate their faith and grow in their relationship with God.

Language Arts: The language arts curriculum emphasizes reading, writing, grammar, spelling and vocabulary. In grades pre-four through two, phonemic awareness, decoding, reading strategies and reading fluency are stressed. Reading comprehension, writing, grammar, vocabulary development, higher-order thinking skills, analysis, listening and speaking skills are integrated into the literature-based reading programs in grades three through eight.

Mathematics: Students in grades kindergarten through four learn basic skills (computation, recognizing patterns and analyzing data) and conceptual thinking using a hands-on approach. Students develop an understanding of mathematics from their own experiences through the use of real life word problems. Students in grades five through eight work at an accelerated pace, all completing pre-Algebra in seventh grade and Algebra I in eighth grade. Many students are able to enter advanced Algebra classes in high school. Eighth grade students also have an opportunity to qualify to take Algebra I offered at a local Catholic high school. If qualified, they have the opportunity to begin high school taking a sophomore geometry class freshman year.

Science: Earth Science, Physical Science and Space Science are covered in the Science curriculum. Weekly formal laboratory experiments in grades one through eight enhance the hands-on experiences. The use of technology to complete research, participate in audio/visual resources and conduct virtual labs strengthens the curriculum. The eighth grade Invention Convention and formal research paper culminates the Science curriculum.

Social Studies: In the primary grades, social studies concepts focus on communities, cultures and map skills. The intermediate grades focus on Illinois, U.S. history, regions and cultures of North America and map skills. Junior high grades explore ancient history, world cultures and United States history. Each grade level studies a different continent each year. Field trips, current events, hands-on projects and the use of technology enhance the curriculum. In particular, grade eight attends the Holocaust Museum, where students experience the atrocities of the concentration camps during World War II.

Computer Technology: Students in grades one through eight attend at least one formal computer class per week. Students in grades preschool through eight also have classroom computers, the use of iPod Touches, iPads and mobile laptops. Students learn internet safety, explore educational apps, develop keyboarding skills, use word processing, create spreadsheets, PowerPoint presentations, make iMovies, Skype, Sketch-Up, create Wordles, explore Google Earth and Wilderness Classroom and Webquest. Students apply and integrate these skills across the curriculum.

Foreign Language: St. John of the Cross Parish School is in compliance with the program's foreign language requirements. Students in grades one through four receive an introductory level Spanish curriculum 25 minutes per week. Grade five receives 45 minutes of Spanish instruction per week, grade six has two-40 minute classes per week and grades seven and eight have four-40 minute Spanish classes per week throughout the year. The program focuses on vocabulary, conversation, grammar, writing and Hispanic cultures.

Fine Arts: The Fine Arts curriculum includes music and art. All students attend art class two times per week for half of the year and art class two times per week for half of the year. In music, students learn how to sing a tune, keep a steady beat, play classroom instruments, read music, learn liturgical music and learn about and apply musical terms. Students also have the opportunity to participate in the school choir, school play or talent show. Art introduces students to art history, elements of art and the principles of art. Students display their knowledge through projects such as wire sculptures, self-portraits, ink block prints, ceramic crosses, paper-mache puppets and masks, pottery, leaf rubbings, stained glass, color wheels and torn-paper self portraits.

Physical Education: Students attend two-40 minute physical education classes per week. Physical fitness, nutrition, and good sportsmanship/teambuilding are emphasized in the curriculum. Students develop their gross-motor skills while learning to enjoy physical activity. Students in grades five through eight can also participate in the SJC athletic program.

2. Reading/English:

St. John of the Cross Parish School begins a formal reading/language arts program in four-year old preschool implementing Rowland Reading Foundation Happily Ever After Reading Program. Kindergarten, grade one, and grade two implements Rowland Reading Foundation SuperKids Reading Program. The Rowland Reading Program was adopted in preschool and kindergarten during the 2010-2011 school year and in grades one and two during the 2011-2012 school year. Grades three, four and five use an integrated reading/language arts program called Treasures by Macmillan McGraw-Hill. This program, too, was recently adopted within the past two years. Grades six through eight uses an integrated literature series called Literature by Pearson.

These programs were chosen because they provide the teacher resources to implement a systematic and integrated approach to reading, writing, literature, phonics and vocabulary development. Students need a strong phonics and decoding foundation in the early primary grades, while integrating literature, comprehension, vocabulary, fluency and writing. The resources allow the teachers to tap in to the students' various learning styles and abilities. They provide opportunities to integrate technology, social studies and science into the language arts lessons. Students in grades kindergarten through three are placed in reading clubs, based on reading fluency/comprehension ability. Students read at their own instructional level while working in the reading clubs, which allows for differentiated instruction and increases comprehension. Leveled readers are used through grade five to allow students to read at his/her instructional level. Grades four through eight explore a wide variety of literary genres. Teachers and students engage in literary discussions which enhance reading comprehension and critical thinking skills. Students across all grade levels write every day, throughout the curriculum.

St. John of the Cross Parish School has a unique program called CORE. Our CORE program provides an additional part-time teacher in grades kindergarten through eight. CORE teachers meet on a regular basis with the language arts teachers at their assigned grade level. The CORE teacher and language arts teachers discuss student need in the area of language arts and pull small groups of students on a regular basis to either remediate instruction or extend instruction.

3. Mathematics:

SJC utilizes the Everyday Mathematics Program (EDM) in grades kindergarten through four. It focuses on problem solving, critical thinking, and real life applications. Computation skills are supplemented and emphasized. Manipulatives are used to bring a concept to a more concrete level and also allows students to make comparisons. Basic skills are developed in the younger grades and consistently reinforced through the spiral curriculum throughout the grade levels. Our CORE teachers provide students with additional support on an as need basis determined through the AIMSweb testing and teacher recommendation.

Grade five is a transitional year in the first of a four-year sequence in a McDougell Littel series, which introduces students to a more traditional and accelerated math program. Grades five through eight are placed in ability groups, determined through standardized test scores, the final common assessment at year's end and teacher recommendation. All students in grade eight take Algebra I, which is taught in tandem with the local high school. Algebra I high school midterms and finals are taken by all eighth grade students. With the ability grouping, the teacher maintains the same pacing with the text but a difference in terms of instruction and assessment.

Students also demonstrate their skills and knowledge through the Continental Math Program, Math Olympiad, math competitions and through numerous opportunities to explore enrichment extensions to current concepts within the daily lesson. Students are welcome to attend a variety of review and enrichment sessions in addition to their daily classes. Contest preparation is also offered to sixth and seventh grade students outside of the normal class time. Students are encouraged to use appropriate math terminology when participating in class or when explaining their approach to a problem on the board. Students are expected to explain, in writing, math concepts and complete word problems with narratives.

4. Additional Curriculum Area:

The use of technology at St. John of the Cross Parish School has become vital in the education of our students. Technology allows students to be active, engaged learners and explore information beyond the textbook. Students are taught the fundamental skills at a young age and internet safety to prepare them to navigate their global society and techniques of responsible research skills. SJC is committed to increasing the use of technology and the integration of technology across all grade levels and subject areas by purchasing the necessary hardware and supporting faculty and staff in professional development in the area of technology.

Last year, SJC upgraded its infrastructure, which supports a wireless environment. Forty-seven Apple computers were purchased to furnish our dedicated computer lab and our Learning Resource Center. All classrooms in grades kindergarten through eight are equipped with projectors and ELMO document cameras. This year, i-Pod touches and iPads have been purchased for small group instruction in grades pre-school through three. Teachers and students also have the use of mobile laptop computers and five SMART Boards.

Faculty and staff have attended extensive professional development in technology in an effort to support technology use and offer students various alternatives to learning. Teachers regularly use PowerTeacher for electronic attendance, grading, and email distribution to parents. This system also allows for parents and students to access grades electronically from home. Teachers use ELMO document cameras and projectors to explore educational websites with the students. Students use iPads and iPods in small group centers to expand the learning experiences. Students work on integrated projects using technology in both the computer lab and Learning Resource Center. Students go on "virtual field trips" through Wilderness Classroom and Google Earth to explore their world. All homeroom teachers electronically administer and manage data of AIMSweb benchmark and progress monitor assessments. Students have online access to many of their textbooks which affords them opportunities to electronically complete assignments and

practice skills learned. Each teacher has a homeroom page on the newly launched SJC website. Teachers post newsletters, classroom calendars and pictures of students “in action,” which increases communication between home and school.

Children live in an electronic world. St. John of the Cross Parish School is dedicated to integrating technology into student learning.

5. Instructional Methods:

Teachers utilize various methods of instruction in the classroom. They create their lessons using the Backward Design model, beginning with goal setting, then deciding how students will demonstrate their knowledge, and finally, tailoring the lessons to achieve that end. Teachers examine the results of the Terra Nova Testing and the AIMSweb formative testing for each student. Working with the CORE teacher, teachers discuss/establish student placement and learners’ needs based upon the testing results and classroom performance. The classroom teacher utilizes the services of the CORE teacher for support and enrichment as they plan optimum flexible reading groups, depending upon the skill which is being developed. Leveled readers differentiate the lessons. The teacher’s aide works with a group of students under the guidance of the teacher. Differentiation of instruction also occurs within the Math, Writing, Social Studies, Science, Art, and Technology Centers’ tiered activities, which utilizes multiple graphic organizers and hands on activities. The activities and skills engage the students and appeal to the different kinds of learners. Differentiation of assessment allows students a choice of assessment. The rubrics stress the content and skill that needs to be acquired; however, differentiation allows a student to portray their knowledge of the subject material in a manner best suited to their learning style.

When teachers use direct instruction, small group work follows which stresses the reinforcement of the content or skill taught. Teachers continue to build upon the Marzano teaching strategies within their lessons. Teachers have utilized the CRISS (Creating Independence through Student-owned Strategies) strategies. Besides using technology in Centers, teachers also engage students with the SMART Boards or Elmos during instruction. Students work on iPads/iPod Touch to reinforce skills learned in the classroom.

6. Professional Development:

Meeting the needs of all students is critical to the children’s academic, emotional, intellectual, social, spiritual, and developmental growth. The approach to professional development for the staff keeps the students’ needs first and foremost in mind.

Academically, St. John of the Cross Parish School stresses reading across the curriculum at all grade levels. In order to achieve the continuity of the reading curriculum in all subject areas, higher level thinking is expected from the students and attained by the goals teachers set in lesson planning. Having various instructional strategies to incorporate into lessons is crucial. To achieve this end, the administration established a Book Club with Marzano’s nine essential strategies. Over the course of a year, different grade level teachers were responsible for reporting on the particular strategy to the rest of the faculty, outlining how they utilized it in the classroom, and suggesting ways in which the rest of the faculty could use those same strategies in their classroom. As a result, the administrative team observed the Marzano strategies utilized frequently in all classrooms.

Articulation teams have been assembled across grade levels and the teachers are creating continuity and consistency through mapping the language arts curriculum. All teachers in grades five through eight attend the language arts articulation meetings even though they may teach another discipline. The purpose is to have these teachers incorporate the reading and writing strategies and plan them within their individual disciplines. It will be revisited annually. The mapping will include the Common Core standards, content, skills development and assessment. As a school, we will work toward common

assessment within the language arts and math curriculum. Teachers continue to expand their knowledge of technology through continual training where needed.

Juraszek Educational Associates presented and collaborated with teachers to utilize rubrics and connect learning standards, goals, and objectives. Teachers have built upon the rubrics and use them regularly in the classroom. All teachers attended a two day workshop on AIMSweb. When the school adopts new programs, the administration provides professional development. Each teacher meets with the administration individually for goal setting annually. Their professional development is tailored to meet their individual and school-wide goals.

Other areas of professional development provided to staff have included an anti-bullying workshop, with the Power of One assembly for students, and a follow up for parents. Teachers collaborated and formulated a PBIS model of character development intertwined with students' Catholic identity. The administration worked with faculty in formulating this model. School safety was also addressed.

The administration provides professional development each year relating to the religion curriculum and provides for a staff retreat. Continuing education and professional development is strongly encouraged where growth is needed and teachers are able to utilize their annual stipend to attend workshops and conventions to ensure their knowledge of best practices in education.

7. School Leadership:

The school leadership includes the principal and two assistant principals. At SJC, a Professional Learning Community (PLC) lends itself to a collaborative structure, supported by the administration, leadership teams, articulation teams, and grade level teams. The leadership team meets with the administration three times a year to discuss the issues/concerns of the school curriculum.

The principal's role as curriculum leader allows her to oversee all areas of curriculum. The administration consistently attends the grade level team meetings and regularly visits the classroom to assure effective implementation of the curriculum and student learning. In order to assure that teachers make the most of the academic programs, the school leadership attends professional development as well.

In terms of policies, the administration reviews the staff handbook annually with the staff at our August in-service. Staff must sign off on the policies and procedures as stated in the handbook. If an infraction occurs with those policies, consequences are in place.

The administration supports staff development, which begins with goal setting meetings where teachers and administration meet one-on-one to discuss annual goals, and subsequently, meet twice more to revisit those goals. SJC perceives the school as a safe haven for students, thereby, the administration created a team of teachers who developed a positive behavioral system. This initiative is carried throughout the building and within each classroom and is embedded in the Catholic identity of the school.

The assistant principal regularly meets with teachers to discuss students' needs. Then, along with the teachers, she collaborates with parents and the local school district as needed. The assistant principal also attends the high school articulation meetings which creates continuity within our curriculum and the local high school district.

The principal and School Advisory Board set yearly goals in September, and then collaborates throughout the year. The School Advisory Board assists SJC in maintaining the school's vitality with enrollment and finances. Parents are welcome to attend the School Advisory Board Meetings to voice concerns in regards to Board matters. The meetings and agendas are posted on the website.

Parent meetings occur several times a year. Meet the Teacher Night and curriculum evenings occur during the first two months of the school year. A parent night in February addresses key issues, such as school safety. In April, the principal presents a State of the School, where parents have the opportunity to ask questions regarding all school matters. The school sponsors a “Spotlight on SJC” evening in May where the academic year is highlighted. In this way, the principal communicates regularly with parents on school matters.

PART VI - PRIVATE SCHOOL ADDENDUM

1. Private school association: Catholic

2. Does the school have nonprofit, tax-exempt (501(c)(3) status? Yes

3. What are the 2011-2012 tuition rates, by grade? (Do not include room, board, or fees.)

<u>\$2367</u>	<u>\$4286</u>	<u>\$4286</u>	<u>\$4286</u>	<u>\$4286</u>	<u>\$4286</u>
K	1st	2nd	3rd	4th	5th
<u>\$4286</u>	<u>\$4286</u>	<u>\$4286</u>	<u>\$</u>	<u>\$</u>	<u>\$</u>
6th	7th	8th	9th	10th	11th
<u>\$</u>	<u>\$2150</u>				
12th	Other				

4. What is the educational cost per student? (School budget divided by enrollment) \$5232

5. What is the average financial aid per student? \$3850

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?
3%

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 5%

PART VII - ASSESSMENT RESULTS

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: Terra Nova

Edition/Publication Year: Third Edition/2007
(Previous Second Ed.)

Publisher: CTB
McGraw-Hill

Scores reported as:
Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	89	86	85	78	83
Number of students tested	66	65	87	69	66
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged 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. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

12PV313

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: Terra Nova

Edition/Publication Year: Third Edition/2007
(Previous Second Ed.)

Publisher: CTB
McGraw-Hill

Scores reported as:
Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	73	76	78	71	82
Number of students tested	66	65	87	69	66
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged 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. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

12PV313

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: Terra Nova

Edition/Publication Year: Third Edition/2007

Publisher: CTB

Scores reported as:

(Previous Second Ed.)

McGraw-Hill

Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	85	85	85	85	88
Number of students tested	63	85	68	64	74
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged 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. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

12PV313

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: Terra Nova

Edition/Publication Year: Third Edition/2007
(Previous Second Ed.)

Publisher: CTB
McGraw-Hill

Scores reported as:
Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	78	84	78	79	81
Number of students tested	63	85	68	64	74
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged 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. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

12PV313

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: Terra Nova

Edition/Publication Year: Third Edition/2007

Publisher: CTB

Scores reported as:

(Previous Second Ed.)r

McGraw-Hill

Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	86	85	85	87	86
Number of students tested	84	66	65	71	92
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged 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. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

12PV313

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: Terra Nova

Edition/Publication Year: Third Edition/2007
(Previous Second Ed.)

Publisher: CTB
McGraw-Hill

Scores reported as:
Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	82	79	81	82	79
Number of students tested	84	66	65	71	92
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged 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. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

12PV313

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 6

Test: Terra Nova

Edition/Publication Year: Third Edition/2007

Publisher: CTB

Scores reported as:

(Previous Second Ed.)

McGraw-Hill

Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	86	91	87	88	88
Number of students tested	67	61	66	88	85
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged 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. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

12PV313

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 6

Test: Terra Nova

Edition/Publication Year: Third Edition/2007
(Previous Second Ed.)

Publisher: CTB
McGraw-Hill

Scores reported as:
Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	85	89	83	81	75
Number of students tested	67	61	66	87	85
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged 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. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

12PV313

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 7

Test: Terra Nova

Edition/Publication Year: Third Edition/2007

Publisher: CTB

Scores reported as:

(Previous Second Ed.)

McGraw-Hill

Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	90	90	90	87	83
Number of students tested	60	61	85	83	96
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged 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. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

12PV313

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 7

Test: Terra Nova

Edition/Publication Year: Third Edition/2007
(Previous Second Ed.)

Publisher: CTB
McGraw-Hill

Scores reported as:
Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	85	83	82	75	76
Number of students tested	60	61	85	83	96
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged 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. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

12PV313