

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 configuration 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 (AYP) or its equivalent 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 AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP status appeals must be 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 2007 and each tested grade must have been part of the school for that period.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The 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.
10. 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.
11. 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 and 2 are for Public Schools only.

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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: 2

5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	23	17	40
K	21	13	34
1	11	7	18
2	8	11	19
3	10	13	23
4	6	9	15
5	12	12	24
6	9	11	20
7	6	14	20
8	9	7	16
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total in Applying School:			229

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
6 % Asian
2 % Black or African American
3 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
86 % White
3 % Two or more races
100 % Total

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

7. Student turnover, or mobility rate, during the 2011-2012 school year: 0%

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

Step	Description	Value
(1)	Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year.	1
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	0
(3)	Total of all transferred students [sum of rows (1) and (2)].	1
(4)	Total number of students in the school as of October 1, 2011	214
(5)	Total transferred students in row (3) divided by total students in row (4).	0.00
(6)	Amount in row (5) multiplied by 100.	0

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: 0%
 Total number of students who qualify: 0

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

10. Percent of students receiving special education services: 4%
 Total number of students served: 10

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

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>8</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>1</u> Speech or Language Impairment
<u>1</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:

	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>14</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>1</u>	<u>4</u>
Paraprofessionals	<u>3</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>2</u>	<u>0</u>
Total number	<u>21</u>	<u>4</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:

16:1

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

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	98%	98%	98%	98%	98%
High school graduation rate	%	%	%	%	%

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

Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

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?

PART III - SUMMARY

St. Joan of Arc's mission is to engage, challenge, and inspire our students to become life-long learners and citizens committed to service. SJA is a Catholic school where families of diverse faiths and cultures are welcomed into an environment of academic excellence and strong school community partnerships. SJA graduates are compassionate young adults who understand and respect the differences among people and work cooperatively to meet the challenges of an ever-changing world. The unique combination of our outstanding academic program, utilization of technology, and compassion is what makes SJA a leader among schools. In fact, "A" in SJA stands for "Achieving Individual Excellence."

Since 1952, St. Joan of Arc has been educating the children of Chicago and the north suburban area. Students come from a variety of cultural backgrounds and geographical areas and are embraced in our nurturing school atmosphere. Second and third generation students attend St. Joan of Arc which is a testament to the continued strength of the school program.

The dedicated and accomplished faculty, over half hold advanced degrees and many sponsor extra-curricular activities, bring their unique ideas, energy, and passion for education to their students. From web streaming the hatching of class chickens to organizing a school-wide lip dub video; our teachers go the extra mile to make learning fun.

A key foundation of SJA is our excellent academic program. As test scores demonstrate, students perform at the highest academic levels. Students consistently score in the top 15% on standardized tests and our graduates excel at the high school level. These results are achieved by creating academically rigorous classrooms that encourage independent and analytical thinking. The small size, a student-teacher ratio of 16 to 1, ensures that each student receives an individualized education. The administration, faculty, parents, students, and community are continually looking for new and innovative ways to improve student learning.

In order to provide a unique differentiated learning environment, St. Joan of Arc utilizes the latest in technology to increase student learning and engagement. St. Joan of Arc is a one-to-one netbook environment. Each classroom is equipped with netbooks for students to utilize throughout the day. Beginning in preschool, netbooks are used to enrich the curriculum, engage students in learning, and provide ways to creatively share their ideas. Students can communicate and share ideas through Web 2.0, research content specific topics, use online textbooks, and access online learning software. Teachers utilize LCD projectors, interactive whiteboards, and class vote systems to enrich the students' learning experience.

In addition to the strong academics, St. Joan of Arc has a positive culture built upon traditions that generate school pride. Students, families, and teachers participate in the Back to School Picnic; the Gravy Bowl, an all school Thanksgiving basketball game; Breakfast with Santa; the Penny Carnival, a student run carnival for the elementary grades; the Class Buddy program where older students are paired with younger students as they work together on projects throughout the year; Field Day; and our One in a Million quest to collect one million pennies to donate to St. Joan of Arc-Uganda.

In addition, St. Joan of Arc goes beyond a typical school by focusing on service learning. All classes design and execute a service learning project during the school year. Students have started recycling programs to enrich environmental studies, organized a used book sale to benefit St. Joan of Arc-Uganda, and donated supplies to overseas armed service personnel in conjunction with a current events unit. Eighth grade students are also required to complete service hours and reflect on their contributions. These activities are driven by the school's mission to develop compassionate young adults.

St. Joan of Arc School is worthy of National Blue Ribbon status because of its unique combination of academic excellence, strong school-community partnerships, a technology rich curriculum, and a focus on developing well-rounded, compassionate students with a focus on contributing and serving society. SJA is proud of its ability to honor our students' unique talents, engage families and community members, and produce graduates who excel in high school and understand the importance of life long learning.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

A. Every March, students in grades three through seven take the nationally normed CTB/McGraw Hill Terra Nova standardized assessments. The assessment results are imperative in evaluating the effectiveness of our academic program and finding areas for improvement. The Terra Nova performance level that is used to evaluate our standardized scores is the Median National Percentile (MDNP). The Median National Percentile is the score that divides the distribution in half. It is an effective way to see where SJA students' National Percentile scores fall in comparison to the nation. The school goal is to have each grade level and content area score at 90% or above, but 85% is considered proficient. If the score is below 85%, a closer analysis is done to determine possible reasons for the lower score and what strategies can be implemented to improve the results. The 2011-12 Terra Nova results show that our average MDNP in reading was 86.8 and math was 90.8. The relationship between the Inview scores (cognitive ability index) and content area scores is also closely examined to determine how students are performing in relationship to their expected ability level. The administrator and individual teachers also examine content and skill specific Terra Nova results and the individual student scores.

B. The SJA Terra Nova standardized test results are trending upwards over the last five years in all content areas and grade levels. In 2006-07, the school average MDNP in reading was 81 and math was 81.5. If you compare this to our 2011-12 school averages of 86.8 in reading and 90.8 in math, we have shown great improvement. The gains can be attributed to a number of factors.

In 2008, SJA adopted a new reading series for grades 1-6. The focus of the series was guided reading instruction in the lower elementary classroom and the capability for flexible grouping in the upper elementary classroom. This has helped teachers identify students who are struggling and implement interventions to help them. In addition, students spend time learning non-fiction reading strategies across the content areas which helps their performance on this portion of the reading test.

Additionally, a reading specialist was added to the staff three years ago and began working with students in grades 1-3 who weren't reading at grade level. She has also worked with classroom teachers to develop effective strategies for classroom reading instruction. This type of specialized assistance and early intervention has proven effective based on a steady increase in third grade reading scores.

The Terra Nova math scores have continued to rise due to a number of factors. The middle school math curriculum has been revamped to focus on a more rigorous curriculum. Students have the option to move at an accelerated pace beginning in sixth grade. This has allowed students to learn and master skills that previously would not have been taught to them until much later in the math course sequence. The curriculum has also ensured that basic math concepts are still covered in algebra courses so that there is ample review and mastery of geometry, measurement, and number concepts in the algebra curriculum. The strong kindergarten math program ensures that students entering first grade have a better understanding of foundational math skills. Overall, SJA has steadily increased the number of math instructional minutes our students receive each day.

SJA has benefited from the purposeful retention of staff members who have been able to remain at the same grade level over the course of several years. Those teachers are then able to master the content and curriculum at their grade level and focus on differentiation and enrichment activities to increase student learning. There has also been a renewed dedication to the professional development of teachers. The teachers are consistently taking advantage of their \$1,200 stipend to attend various professional development workshops and are sharing their new ideas upon returning to school.

Routine monitoring to ensure alignment of the Language Arts and Math curriculum with the Common Core Standards has been established. Teachers use monthly checklists to verify all aspects of the standards have been met. This has assisted in ensuring that all skill areas are taught even if it isn't part of the textbook materials.

Overall, St. Joan of Arc has worked to improve its rigorous academic program through changes in curriculum, instructional strategies, personnel, and school climate. The excellent student achievement on the Terra Nova tests reflects continuous drive for school improvement.

2. Using Assessment Results:

Assessment data is an integral part of how students' performance is analyzed. These tools are used to differentiate the learning process for students and how school improvement strategies are determined. At St. Joan of Arc, a variety of summative and formative assessments are used to gain an accurate picture of student capability and achievement. The results assist in making curriculum and instructional decisions to improve student learning and are communicated with students, parents, and the community through a variety of methods.

The forms of student assessment include writing portfolios, individual literacy assessment administered by our reading specialist, content specific unit tests, Terra Nova standardized tests, and various other assessments specific to each classroom teacher.

These assessments are used to improve instruction by evaluating results, identify areas in need of improvement, and make the necessary curriculum and instructional changes. For example, student writing portfolios and rubrics were used to help determine which area of writing need improvement. This led to the adoption of the 6 Traits program because students demonstrated a proficiency in the mechanics of writing but needed to improve their creativity, flow, and word choice. Elementary teachers rely on the literacy assessments administered by the reading specialist to group student based on which skills need additional focus.

Terra Nova results are analyzed by teachers and administrators to make instructional and curriculum decisions. As mentioned previously, when Terra Nova results are received, teachers and administration meet to review the data. Each teacher is responsible for analyzing their results and comparing them to previous years to look for any trends. Those trends are both for individual students and overall classroom performance. They are then asked to identify specific content skill areas of opportunity and must submit a written plan on how they will address this with instructional and curriculum changes going forward.

The administrator uses school wide Terra Nova data to identify any areas of weakness that need to be addressed with curriculum changes. For example, if a particular math skill is not as strong as other areas, the teacher will focus more time on that area of the curriculum.

Teachers also use individual student Terra Nova results to ensure that each student is reaching their academic potential. If problem areas are identified, the teacher reviews student work, meets with the student and the parent, and develops a plan on how the academic area can be further supported.

Individual student results from the Terra Nova standardized tests are distributed to parents who are encouraged to share the results with their children. School results of the Terra Nova are shared with parents and the school community via a report that is emailed to each family. They are then graphically represented and shared on the school website.

For our RtI (Response to Intervention) tiered students, our teachers also administer student-specific assessments including reading fluency, comprehension, and math assessments. The results from these assessments are used to create baseline level of performance and to monitor progress and the

effectiveness of the chosen interventions. These assessments are administered on a schedule so student growth can be analyzed. The results are documented and reviewed to determine which interventions can be implemented for further educational growth.

Assessment results are communicated a number of ways. Classroom grading is recorded on an online grade book and posted at various time intervals depending on grade level. This gives parents and students current information and ownership of their performance on assigned work. Report cards are distributed to each student and family on the trimester grading system. Report cards include letter grades and skill assessment for each content area. Informal and anecdotal evidence of student classroom performance is shared with parents via conferences, phone calls, and emails in a timely and routine manner.

Academic achievement is celebrated at St. Joan of Arc. Whether it's through recognition of participants and winners in our annual Spelling and Geography Bees, Battle of the Books, and Science Olympiad competitions or the publicizing of our honor roll list and annual Student Award Ceremony, we recognize students' victories in the classroom.

3. Sharing Lessons Learned:

Collaborating with other educators is an essential strategy in school improvement. Each year the SJA staff attends a professional development day with teachers from neighboring schools where they present mini workshops on their best practices and most effective lessons. Some examples of lessons that were shared this year include using the Orff method for teaching music, interactive whiteboard strategies and lessons, engaging physical education activities, how to use free online software during literacy centers, the Writer's Workshop model, math and literacy center activities, and safe and effective science lab experiments.

Staff members have also shared our strategies for how to structure and utilize an effective one-to-one netbook ratio environment with our sister school, St. Agnes. Strategies that we shared included how to house netbooks within the classroom, maintenance and software ideas, and beneficial websites and lesson plans that can be used to integrate the technology into the core curriculum. SJA also collaborates with our sister school in Uganda.

The SJA staff also shares successful strategies within our school by leading professional development meetings. At these meetings, teachers share what they have learned at off-site workshops and lead book study discussions. This allows all teachers to benefit from one another's professional development experiences.

Middle school teachers spend time collaborating with high school teachers at annual articulation meetings in order to ensure that students are not only prepared for their high school but thrive. These meetings allow teachers to share their thoughts and ideas about how to make the transition from middle school to high school as seamless and successful as possible.

In addition to these structured meetings, teachers and administration often attend meetings or workshops where they collaborate and share best practices and effective strategies with their peers. These include monthly area principal meetings, collaborative inservices for teachers throughout the Archdiocese of Chicago, and content specific workshops. This year SJA teachers have joined other teachers within the Archdiocese of Chicago to discuss the full implementation of the Language Arts and Math Common Core Standards. Teachers collaborated to "unpack" the Common Core standards and to identify gaps in their own curriculum and instruction. The teachers then worked together to design strategies to ensure that students are mastering the skills of the Common Core.

4. Engaging Families and Communities:

Partnering with families and community members is vital to achieve student success. St. Joan of Arc is able to maximize the positive impact that families and the community have on our students' success by engaging stakeholders, working with parents to ensure their child's academic success, and utilizing the time and talents of volunteers.

School volunteers take on a variety of roles at St. Joan of Arc to help students succeed. Volunteers serve the school by being "mystery readers", guest speakers, volunteer athletic coaches, Science Olympiad team facilitators, Battle of the Books program organizers, lunchroom supervision assistance, Book Mobile program coordinators, members of the School Board, and members of our marketing committee. Volunteers are also invited to be guest speakers at the Career Fair which provides an opportunity for middle school students to learn more about different occupations and career paths. Volunteers have also staged courtroom experiences including a study of constitutional issues and a trial for the wolf in the "Three Little Pigs".

In turn, students learn from school volunteers about the importance of giving back and participating in their own community. All students assist in assembling meals for the local soup kitchen each month. Students also participate in other community events like the Young Evanston Artists festival, Race Against Hate and Strides Against Breast Cancer races, and are active participants in their parish community.

St. Joan of Arc and the Parent Student Organization (PSO) host many events throughout the year that bring families together and enrich our school program. The Back to School Picnic, Breakfast with Santa, End of the Year Carnival, and Bingo Night are great opportunities for students, parents, and teachers to have fun and celebrate our school community.

Another important way that we engage our community and families is through communication. Teachers utilize an online communication and grading tool to communicate with parents in addition to frequent conferences, phone calls, and emails. Our school website is consistently updated to share good news about our school, and each family is sent a weekly eblast with positive updates about our students. We also share news in our weekly parish bulletin and send monthly press releases to the local paper.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The curriculum at St. Joan of Arc follows the Illinois State Learning Standards and the Common Core Standards and then expands to provide a rigorous differentiated environment. In order to ensure that what is taught aligns with these standards, teachers are asked to record the applicable Illinois State Learning Standard in their lesson plans and to complete a Math and Language Arts Common Core Checklist on a monthly basis.

Language Arts

The language arts curriculum includes reading skills instruction, the Writer's Workshop model with the addition of 6+1 Traits, vocabulary enrichment, grammar instruction, and spelling. These components are integrated into a Language Arts block so that students make connections between the skills. Students respond to text in their Reader's Journal, complete novel studies, and develop a love of reading by participating in literature circles. The extra-curricular Battle of the Books program supports the Language Arts curriculum. The curriculum follows the Common Core Standards.

Math

The math curriculum is based on the Common Core Standards and encourages students to develop a deeper understanding of how mathematical processes work. The teachers use the investigative approach to instruction by presenting students with a problem and challenging them to engage in mathematical inquiry to solve the problem. Students are also required to verbally communicate mathematical ideas through math journals and class discussions.

Science

The science curriculum follows the Illinois State Learning Standards and incorporates hands-on experiments and investigative learning to encourage students to use the scientific method. Students use science journals beginning in kindergarten to record their hypothesis and observations. The Science Olympiad extra-curricular program supports the science curriculum and their recent 3rd place finish in the 2012 state competition shows the rigor of SJA's science program.

Social Studies

The social studies curriculum incorporates project-based learning and ensures an analytic process between historical events and our society today. It is based on the Illinois State Learning Standards. The instruction and curriculum requires students to understand the major themes of social studies: culture, economics, technology, and global connections. To enrich the curriculum, we offer field trips, guest speakers, and special programs like the Colonial Wax Museum, Geography Bee, and service learning projects. Also, the 7th and 8th grade students visit our state capital, Springfield, to learn first hand the workings of the State government and then to Washington DC, where they visit historical sites, museums, and have benefited from personal meetings with the US Supreme Court Chief Justice, Sergeant of the Arms of Congress, and Governor of the State of Illinois amongst others.

Physical Education and Health

The physical education and health curriculum is designed to teach students how to make healthy lifestyle choices. Students learn about the benefits of diet and exercise, participate in interactive games, learn new

sports, and set and meet personal fitness goals. SJA prides itself on challenging students to be active. For example, the student body wore pedometers for one month and recorded their steps as part of an all school competition to encourage a healthy lifestyle. The curriculum is also reinforced by the extra-curricular athletic program which offers a variety of sports for grades fourth through eighth.

Fine Arts

The visual and performing arts curriculum at St. Joan of Arc includes instruction in art, music, band, vocal performance, and various fine arts electives offered to middle school students. The visual arts and general music curriculum follow the Illinois State Learning Standards. Students are given the opportunity to share their talents throughout the year through musical concerts, band performances, talent show, and a musical theatre production. At the middle school level, students can choose from a variety of fine arts electives to enrich their core curriculum including acting, jewelry making, and dance.

Technology

The technology curriculum, based on the NETS standards, is focused on technology integration into the core content areas. Both classroom teachers and the technology teacher are responsible for teaching students appropriate technology use and proficiency while completing tasks that relate to the general curriculum. Students utilize technology within their general education setting daily through the use of netbooks, digital cameras, and interactive whiteboards. Kindergarten through fifth grade students also attend a technology class once a week to develop technology skills while working on projects that enrich their core curriculum. Students in sixth through eighth grade can choose to take technology based classes, like website design and podcasting, as part of their elective schedule.

Foreign Language

St. Joan of Arc is in compliance with the program's foreign language requirement. St. Joan of Arc's foreign language program offers Spanish to kindergarten through eighth grade students. In the early elementary grades, the focus is on language exposure and cultural enrichment. The late elementary and middle school students focus on grammar, vocabulary, and learning conversational Spanish. All of our students participate in foreign language instruction. Students in kindergarten through fifth grade have Spanish instruction once a week. Sixth grade students receive Spanish instruction three times a week, and seventh and eighth grade have Spanish class every day. The Spanish curriculum includes instruction in grammar, spoken language, written language, and cultural study. It is designed so that students will be able to excel in a high school level Spanish program.

2. Reading/English:

The SJA school wide reading curriculum focuses on developing the basic reading skills of comprehension and fluency while challenging students to make inferences, analyze non-fiction text, and develop an appreciation for literature.

Our curriculum is designed to establish a solid foundation for reading which is critical for all future professional endeavors. The reading program is integrated into a broader Language Arts based curriculum that includes spelling, grammar, vocabulary development, and writing and is closely aligned with the Common Core Language Arts Standards.

In the lower elementary classroom, we use the *guided reading* approach which is supported by substantial positive research. Students receive small group and whole class instruction. Students also spend independent work time at center activities which focus on reinforcing skills. We have chosen the guided reading approach because it is research based and allows our students time to work closely with our

teachers to gain foundational reading skills. Guided reading also allows many opportunities to connect reading with a broader language arts curriculum.

In the upper elementary and middle school classroom, reading skills are taught and reinforced through a variety of methods including readers' response journals, a daily vocabulary enrichment period, non-fiction reading strategies taught across content areas, the use of trade books, and literature circles. Students are also given the opportunity to participate in engaging activities to develop their reading skills such as Reader's Theatre, an annual dramatic theater performance produced by our middle school students, and book talks. Also, students are required to submit an extensive research paper during their 8th grade year; this project reinforces the foundational requirements of reading while expanding student's skills regarding comprehension and synthesis.

Students who are reading above grade level are challenged and given enrichment opportunities in their classroom. Lower elementary students work in small groups with peers at their ability level and progress through leveled readers at their own pace. Upper elementary students are often flexibly grouped into literature circles based on their reading level and interest. Our middle school students can choose reading based electives, like a study of Edgar Allen Poe, to enrich their general reading curriculum.

Students performing below grade level are given additional assistance from our reading specialist who works with struggling readers in grades 1-3. Our reading specialist also acts as a resource for classroom teachers in grades 4-8 to help design interventions for students who are performing below grade level.

Above all, SJA encourages our students to develop a love of reading. Through our Battle of the Books program, which boasts an almost 100% student participation, students choose and read at least seven books outside the curriculum. SJA also provides other unique opportunities that allow reading to come alive including our students and teachers dressing up as their favorite characters from the beloved *Harry Potter* series and inviting authors to meet our students including best selling author and alumna Audrey Niffenegger. We strive to make reading exciting and enjoyable for our students.

3. Mathematics:

The math curriculum at St. Joan of Arc is aligned with the Common Core Math Standards. The instructional focus is creating a live mathematical classroom that encourages student investigation of how mathematical concepts work. Students are engaged and able to develop their math skills through manipulatives, hands on activities, teacher modeling, group work, independent practice, and technology use. Strengthening students' mathematical communication skills through math journals and requiring students to verbalize their problem solving strategies is also a focus of the math curriculum. This approach was chosen because it requires analytical thinking instead of rote memorization which leads to a deeper understanding of math concepts. The success and strength of the math program is evident as the majority of SJA eighth grade students test out of their high school algebra requirement and then place in the Honors section.

Students acquire foundational math skills beginning in the preschool program through the early elementary grades. In these classrooms, teachers use engaging songs, math games, center activities, and real life application of basic math skills to help students master math content.

In order to address the needs of higher achieving students, the K-5 teachers differentiate within the classroom. Teachers use a variety of methods to encourage students to reach their potential including daily challenge activities, logic puzzles to develop creative mathematical thinking skills, and multi-leveled class work to push students beyond their grade level. Beginning in sixth grade, an accelerated math program allows for students to move through the curriculum at a faster pace in order to attend Geometry classes at a local high school during their 8th grade year.

The needs of students who are performing below grade level are addressed through differentiation within the classroom. Primarily, teachers work with small groups or one-on-one to help reinforce concepts. Middle school students are also given the opportunity to attend weekly Math Labs held after school for extra assistance and practice. Teachers focus on creating a partnership with parents in order to help them reinforce math concepts and facilitate math practice at home.

4. Additional Curriculum Area:

In the St. Joan of Arc science program, students at all grade levels are engaged in an investigative approach to earth and physical science. Hands-on experimentation, utilizing the scientific method, and lab journals are essential components to our science curriculum and instruction. The science program requires students to think creatively, be intellectually curious and to inquire about their surroundings. These skills encourage them to become life-long learners, the crux of the St. Joan of Arc mission.

Each science unit includes a student-centered experiment. For example, students examine the decomposition of a pumpkin, observe the life cycle of a mealworm, launch student made 2-liter bottle rockets, design and implement an experiment of plant growth with a control and variable group, and construct cardboard chairs to hold at least 40 pounds. Beginning at the lower elementary grade level, students use the scientific method and record their predictions and observations in their science journals.

The science curriculum focuses on making connections between the science content and how it applies to daily life. Our Health Wellness fair has interactive exhibits that demonstrate how healthy eating and exercise affect the human body. Not only did this teach our students about biology, it helped them learn the importance of healthy habits and lifestyle choices. Students also participate in the Earthkeepers program, a series of ecological activities that teach students about caring for the environment. This program kicks off with a three day experience at a local nature center where they receive intensive learning and training about the importance of nature and our role with the environment. Through this program, students run a school recycling program and learn more about earth and life sciences.

The middle school science program is greatly enhanced by the Science Olympiad team. This program is open to students in grades 6-8. Students design Rube-Goldberg machines, mousetrap cars, use forensics to study crime scenes, study forestry, build impenetrable castles, and complete many other engaging activities. Parents, teachers, and community members coach teams of students in their area of expertise to prepare for the student competitions. The Science Olympiad team placed third in the 2012 state competition.

5. Instructional Methods:

The instructional methods used at St. Joan of Arc are student-centered and designed to address the individual needs of each learner. Teachers utilize a variety of methods to differentiate instruction including small group work, one-on-one instruction, student choice center activities, flexible grouping, project-based learning, self-paced and self-monitored work, and use of technology.

Teachers differentiate instruction so the needs of students who are achieving below and above grade level are met. For example, students that need extra support are given classroom interventions on a daily basis to address areas in need of improvement. Student who are achieving above grade level are challenged through advanced curriculum, project-based learning, and leveled grouping.

St. Joan of Arc values collaborative learning as an instructional method. Working with others, whether it is to solve a problem, share ideas, or create a work of art, is something that students are asked to do throughout the school day. This helps build communication skills, critical thinking, and prepares our students for their future. Working with student groups also assists in differentiated instruction because

teachers are able to pair students in a variety of ways that support the learning objectives of both low and high achieving students.

Technology is widely used to deliver the most effective and engaging instruction to students across all grade levels and content areas. One example of how technology is utilized to support student achievement is the use of netbooks. Each classroom is equipped with netbooks for each student, and they are used in a variety of ways including student research, accessing websites that enrich content, use of Microsoft Office to develop and publish student work and presentations, communication of ideas through Web 2.0, using online software that allows students to work at their own pace, and accessing interactive textbook software. Document cameras, LCD projectors, interactive whiteboards, and digital cameras are all tools that help make lessons more engaging and meet the needs of different types of learners. Effectively utilizing the abundant technology resources to engage and assist learners is one of the great strengths of St. Joan of Arc School.

6. Professional Development:

The SJA professional development program's goal is to positively impact student achievement. The first step is to identify areas for improvement. This is done a number of ways. Teachers review student performance and complete self and peer assessments of their instructional strategies and curriculum. In addition, parents are annually surveyed to gauge their opinion on any areas of deficit in their child's education. Standardized assessments results are also evaluated to identify areas in need of focus.

Based upon these results, the administration identifies 2-3 year long goals. All professional development activities flow from these goals. The activities can include guest speakers, all staff workshops, and off-site professional development programs. Monthly professional development faculty meetings are also held to work towards the identified goals. At these meetings teachers are asked to share and present their best practices related to the goals. Professional development resources are also provided to teachers that support the school wide goals.

The 2012-13 school goals clearly illustrate how the professional development program addresses areas of need, designs a plan for improvement, and assesses the impact on student achievement. Based on teacher and parent input, evaluation of curriculum materials, and a review student writing samples, our school goal was to implement the Writer's Workshop model for grades K-8 to improve student writing. In order to achieve this, our staff attended an inservice in August based on implementing the Writer's Workshop model. Throughout the year, teachers also attended other workshops to gain new strategies to effectively implement the model into their writing curriculum. We have also devoted faculty meetings to sharing ideas and reviewing the school wide writing curriculum so that is aligned with the Language Arts Common Core Standards. Students will now keep one writing portfolio throughout their entire time at SJA to assess their writing improvement and performance.

The second 2012-13 school goal is to continue to effectively integrate technology into the curriculum in order to increase student academic achievement. Because we have an abundance of technology resources, it is imperative that teachers use them most effectively to support student learning. We have devoted faculty meetings and a professional inservice day on best practices for utilizing our one-to-one netbook environment and our newly acquired Mimio (smartboard) technology.

7. School Leadership:

The leadership philosophy and structure at St. Joan of Arc is best described as collaborative and focused on ensuring a strong academic focus. As the only administrator, the principal values and seeks out the opinions of staff, students, parents, and community members when planning and implementing school goals. The principal works with the school board and pastor to develop the long-term strategic plan for the school. Academic excellence is considered the baseline.

All decisions are made to support high quality educational experience. The principal gathers information and works with stakeholders by practicing an open door policy; all are welcome and encouraged to meet with the principal and discuss their ideas for improving the school. In addition, feedback is more formally gathered through an annual parent survey. Before making any decisions, the principal always asks “Is this what is best for our students to reach their academic potential?” All decisions are viewed through the lens of positively impacting student achievement.

The chief role of the principal is instructional leader. The principal works with teachers to define annual goals, designs a plan to achieve the listed outcomes, and works with all to fully implement the plan. For example, the principal evaluates test scores, other assessments, teacher feedback, and parent survey responses to determine areas of improvement. The principal then researches best practices and meets with teachers, parents, and students to develop a plan for improvement. The principal then monitors the implementation of the plan to ensure that student learning has been positively impacted.

The principal also develops and implements programs that support the professional development of teachers. For example, the principal uses the Charlotte Danielson model to reflect on classroom visits and scheduled observations so that teachers have a clear understanding of areas where they can improve their teaching. Teachers are also asked to share, record, and monitor personal goals related to the school-wide goals each year. The principal also supports teachers in continuing their education whether through outside professional development workshops or taking college courses. When a principal focuses on developing the effectiveness of teachers, students greatly benefit from the effects.

Although St. Joan of Arc does not have designated lead teachers, the staff works together to cultivate positive relationships with students, parents, and other stakeholders. It is the role of the school leaders to nurture this positive climate so that our students can benefit from our dedicated teachers and caring parents. This is done through supporting teachers’ innovative ideas, encouraging students through school wide incentive programs, and participating in traditions that build school spirit and morale.

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 2012-2013 tuition rates, by grade? (Do not include room, board, or fees.)

K	1st	2nd	3rd	4th	5th
<u>\$4975</u>	<u>\$4975</u>	<u>\$4975</u>	<u>\$4975</u>	<u>\$4975</u>	<u>\$4975</u>
6th	7th	8th	9th	10th	11th
<u>\$4975</u>	<u>\$4975</u>	<u>\$4975</u>	<u>\$</u>	<u>\$</u>	<u>\$</u>
12th	Other				
<u>\$</u>	<u>\$</u>				

4. What is the educational cost per student? (School budget divided by enrollment) \$5404

5. What is the average financial aid per student? \$218

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?
4%

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 15%

PART VII - ASSESSMENT RESULTS

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: Terra Nova

Edition/Publication Year: 3rd Edition Publisher: CTB/McGraw Hill Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	86	88	87	85	83
Number of students tested	14	27	22	18	19
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. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
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	0	0	0	0	0
6.					
Average Score					
Number of students tested					
NOTES: Masked indicates data were not made public because fewer than 10 students were tested.					

13PV144

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: Terra Nova

Edition/Publication Year: 3rd Edition Publisher: CTB/McGraw Hill Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	82	80	77	84	84
Number of students tested	14	27	22	18	19
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. 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:					

13PV144

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: Terra Nova

Edition/Publication Year: 3rd Edition Publisher: CTB/McGraw Hill Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	89	90	88	89	84
Number of students tested	27	18	19	18	17
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. 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:					

13PV144

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: Terra Nova

Edition/Publication Year: 3rd Edition Publisher: CTB/McGraw Hill Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	88	89	86	88	82
Number of students tested	27	18	19	18	17
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. 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:					

13PV144

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: Terra Nova

Edition/Publication Year: 3rd Edition Publisher: CTB/McGraw Hill Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	93	89	91	80	87
Number of students tested	22	19	17	17	19
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. 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:					

13PV144

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: Terra Nova

Edition/Publication Year: 3rd Edition Publisher: CTB/McGraw Hill Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	85	83	90	82	85
Number of students tested	22	19	17	17	19
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. 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:					

13PV144

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 6

Test: Terra Nova

Edition/Publication Year: 3rd Edition Publisher: CTB/McGraw Hill Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	90	90	84	83	85
Number of students tested	21	14	21	17	21
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. 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:					

13PV144

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 6

Test: Terra Nova

Edition/Publication Year: 3rd Edition Publisher: CTB/McGraw Hill Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	91	90	80	84	79
Number of students tested	21	14	21	17	21
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. 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:					

13PV144

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 7

Test: Terra Nova

Edition/Publication Year: 3rd Edition Publisher: CTB/McGraw Hill Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	94	91	86	91	90
Number of students tested	15	21	16	18	10
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. 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:					

13PV144

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 7

Test: Terra Nova

Edition/Publication Year: 3rd Edition Publisher: McGraw Hill Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	90	85	88	84	78
Number of students tested	15	21	16	18	10
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. 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:					

13PV144