

U.S. Department of Education
2014 National Blue Ribbon Schools Program

[] Public or [X] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Mrs. Mary Ellyn Billmeyer

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name St. John the Evangelist School

(As it should appear in the official records)

School Mailing Address 513 Parkside Circle

(If address is P.O. Box, also include street address.)

City Streamwood State IL Zip Code+4 (9 digits total) 60107-1645

County Cook State School Code Number* 14-016-292X

Telephone 630-289-3040 Fax 630-289-3026

Web site/URL http://www.mystjohns.org/school E-mail mbillmeyer@mystjohns.org

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent*Sr. Mary Paul McCaughey, O.P.

(Specify: Ms., Miss, Mrs., Dr., Mr.,

E-mail: mmccaughey@archchicago.org

Other)

District Name Archdiocese of Chicago Tel. 312-751-5200

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Mrs. Allison Kanyuh

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

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

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

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) 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 a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) 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, a public school must meet the state’s AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any 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.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
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 (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- Elementary schools (includes K-8)
 - Middle/Junior high schools
 - High schools
 - K-12 schools
- TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 3 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	20	29	49
K	21	18	39
1	13	24	37
2	12	16	28
3	12	13	25
4	14	13	27
5	9	6	15
6	13	15	28
7	7	9	16
8	5	7	12
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	126	150	276

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 23 % Asian
 - 0 % Black or African American
 - 6 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 64 % White
 - 7 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report 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.)

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 12%

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	1
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	33
(3) Total of all transferred students [sum of rows (1) and (2)]	34
(4) Total number of students in the school as of October 1	276
(5) Total transferred students in row (3) divided by total students in row (4)	0.123
(6) Amount in row (5) multiplied by 100	12

7. English Language Learners (ELL) in the school: 1 %
1 Total number ELL
 Number of non-English languages represented: 3
 Specify non-English languages: Polish, Spanish, Tagalog
8. Students eligible for free/reduced-priced meals: 1 %
 Total number students who qualify: 3

If this method is not 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.

9. Students receiving special education services: 1 %
3 Total number of students served

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>3</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>1</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 |

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	14
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	5
Paraprofessionals	3
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	0

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 22:1

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

Required Information	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	97%	97%	97%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

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

Yes No X

If yes, select the year in which your school received the award.

PART III – SUMMARY

St. John the Evangelist School is a Pre-K through 8th Grade Catholic school located in the far-western portion of Cook County in the Village of Streamwood, a suburb of Chicago. The immediate surrounding neighborhood is a mixture of older, single-family homes and newly developed living communities. The school also serves several area Catholic parishes that do not have schools. The school building is 50 years old, is secure, and is regularly maintained. It is handicap accessible through a church/parish office link.

The mission of St. John the Evangelist School is to help our student body reach their highest potential as Catholic Christians by guiding them to develop an informed conscience. The teachers instill a sense of Catholic identity, values, and morals through the ministry of stewardship, and through participation and leadership in religious, civic and social communities. All full-time teachers are Roman Catholics who model Christian values and teach Religion on a daily basis. They also collaborate with the parish Religious Education and Sacramental directors for sacramental preparation. All-school Masses are held weekly, and the Pastor and Parish Associate Priest are highly visible in the school.

St. John the Evangelist students are taught to collaborate, work in teams, and use a variety of resources, tools, and media to help them become analytical and responsible citizens. Opportunities are provided to teach them about the rich cultural, racial, religious, and economic diversity of our larger community and world. The students are challenged to accept responsibility for themselves and their actions. The teachers offer the best educational opportunities for each student through interdisciplinary teaching, and through application of cognitive research and differentiated instructional strategies and interventions. Using the Response to Intervention (RtI) framework, a universal screening tool (MAP testing) is used three times each year to monitor students' growth in Reading and Math. St. John the Evangelist School has also been identified as a Center for Inclusive Education in the Archdiocese of Chicago, offering after-school learning support programs for school and area students.

Eighth grade students gifted in math are enrolled in Advanced Algebra, and Kindergarten through 8th grade students are enrolled in Spanish. The school continually meets or exceeds the educational requirements of the State of Illinois and the Archdiocese of Chicago.

St. John the Evangelist School has a current enrollment of approximately 276 students, 94% of which are Roman Catholics. Most of the students are Caucasian; however approximately one-third of the population is diverse, with predominately Asian, Polish, and Hispanic backgrounds. There are a variety of economic backgrounds in the communities served. In the past, St. John the Evangelist has operated as a traditional one-class-per-grade school. However, with the leadership of a new pastor, a strong parish business manager, a new principal, and effective marketing strategies, enrollment has increased by 34% over the past three years. St. John the Evangelist School was recognized as an exemplary example of enrollment turnaround in the Archdiocese of Chicago Board of Catholic Schools: Strategic Plan for Catholic Schools 2013-2016. There has been a curriculum refocus on Common Core State Standards and STEM (Science, Technology, Engineering and Math), with special focus on ecology and stewardship of the earth. The school building now accommodates three preschool classrooms, two kindergarten classrooms, two 1st grade classrooms, and one classroom per grades 2 through 8. Enrollment trends are steadily increasing, with preschool consistently at or above capacity, with a waiting list. Furthermore, primary grades are always at or near capacity. With the availability of a common area, the school building has the potential for classroom expansion. In 2012, a mobile, middle school annex was constructed to immediately increase classroom space.

Since the local public school district does not have funding to bus non-public school children, St. John the Evangelist School offers a Before and After School Care program for children in Pre-K through 8th grade to accommodate family work schedules. This program provides a cost-effective, safe, structured environment on the school campus, offering before school at 7:00 a.m. and after school until 5:30 p.m. The program is used by about 40% of the school families.

The school is governed by the St. John the Evangelist School Board, which meets monthly. They are responsible for financial matters, fundraising, marketing, the Sports Program, the family Involvement

Program, and development of long range planning. They are currently focusing on strengthening strategic planning, marketing, and scholarship funding. The school is also supported by the St. John the Evangelist PTC (Parent Teacher Club) and Athletic Board.

St. John the Evangelist School has previously applied for Blue Ribbon recognition, but has yet to be awarded Blue Ribbon. Through a concerted staff effort, Terra Nova scores in Grades 3, 5, and 7 have risen and have met the criteria to be recognized as being ranked in the top 15% of the nation.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Assessment Results a): Academic excellence at St. John the Evangelist School is reflected in the results of standardized achievement tests administered in March of each school year to all 3rd, 5th, and 7th grade students, as well as through the results of trimester-administered MAP testing of all students and the high school placement tests for graduating 8th grade students. Using the TerraNova, 3rd Edition standardized battery of tests in Grades 3, 5, and 7, published by CTB-McGraw Hill, assures that the testing aligns with the Archdiocese curricula and Illinois State Standards. The TerraNova Reading Test measures objectives in basic and higher-order thinking skills essential for effective communication – understanding and analyzing text, evaluating and extending meaning, and identifying and applying reading strategies. The Mathematics Test measures a student’s ability to reason mathematically and solve real life problems, including numerical relations; computation and estimation; measurement, geometry and spatial sense; data analysis (statistics and probability); patterns, functions, and algebra; problem-solving and reasoning skills; and communication.

In addition, all 3rd, 5th, and 7th grade students are administered the InView Test, a cognitive abilities test that, teamed with the TerraNova, 3rd Edition, measures skills and abilities that are important for academic success, including verbal reasoning, sequencing, analogies, and quantitative reasoning. The InView subtests measure a student's understanding of verbal concepts, and their ability to analyze and comprehend relationships among verbal and nonverbal stimuli, and among quantitative concepts. Recently revised, the content coverage of the Terra Nova, 3rd Edition test was modified to reflect changes in national education standards and to meet NCLB requirements. Student test norms are based on a nationally representative group.

Test data in this application is reported using the Percentile Ranks. Overall, St. John the Evangelist School students consistently perform above average in Reading and Math when compared to national norms.

Assessment Results b): Over the past five years of testing, the 3rd grade Reading scores have been at or above the national mean scores. The 5th grade percentile Reading scores decreased in 2012-2013; however they were above the 85th percentile. The 7th grade percentile Reading scores have been consistently above the national mean scores during the reporting period, with the most significant gain in 2011-2012, and have continued above the 85th percentile in 2012-2013.

As the students progress in their learning, their overall Reading scores have also increased. This can be attributed to an increased focus on reading skills at each level: primary, intermediate, and middle school. A strong reading foundation begins at the primary level with the use of Super Kids, a comprehensive, core reading program from the Rowland Reading Foundation that is completely aligned with the Common Core State Standards. (See 2a). Teachers in the intermediate and middle school also implement research-based strategies to develop the reading abilities in the students. Using the results of the TerraNova tests and the MAP tests each trimester, teachers can specifically gear their Reading instruction to reinforce skills.

Reading skills have also been reinforced across the curriculum, especially in the content areas. In content-area reading instruction, the teachers have focused on teaching the students to interpret and construct meaning before, during, and after reading by using their prior knowledge and the skills and strategies developed during early reading instruction. Moreover, students are taught to use word identification strategies (e.g., structural analysis, syllabication) to decode unfamiliar multisyllabic words and context clues to figure out the meaning of technical terms. By modeling content-area reading in Science and Social Studies at the Middle School levels, students can read and comprehend expository text, which includes multisyllabic technical words, various expository text structures (e.g., cause/effect, compare/contrast), and concepts and facts, and can demonstrate their knowledge of subject matter content.

Math scores for the 3rd graders have remained steady or increased, and are above the 85th percentile in 2012-2013. Math scores for 5th graders also increased since 2008-2009, with the most significant gain in the 2012-2013 scores which were significantly higher than the 85th percentile. The percentile scores for 7th

Grade Math were also significant and above the 85th percentile in the 2011-2012 and 2012-2013 reports.

The TerraNova Math scores have consistently been at or above the 85th percentile over the past five years. This can be attributed to an all school focus on reinforcing learned skills through the daily Simple Solutions program. The dramatic increase of the 7th grade scores can be a result of an extended Middle School Math block between 2011 and 2013, and the incorporation of the Simple Solutions Pre-Algebra and Algebra programs.

Analyzing the test score trends for the past five years has also illustrated the broad range of learner styles and the continued need for intervention and differentiated instruction in the school population. The entire St. John the Evangelist School teaching staff has increased their background in Response to Intervention (RtI) strategies and, through the use of MAP Testing to screen and track students' progress, teachers are differentiating instruction to meet the needs of each student.

2. Using Assessment Results:

March TerraNova test results are received in May of each school year. They are cooperatively analyzed and reviewed by the teachers and administration to help enhance classroom instruction and improve student achievement. The TerraNova test results help to track student performance on an individual and class basis. The InView results provide anticipated achievement scores that are compared with that of other students of the same age, grade, and cognitive ability. These results help the teachers and principal identify areas that needed to be addressed in our curriculum so that they can plan effective educational programs and screen students for placement in special programs such as Advanced Algebra. InView results also help identify students who need further testing and diagnosis to identify learning disabilities. Remedial instruction is planned as needed, and may include summer tutoring, in-school re-teaching support, after school learning support, and full case study referral to the local public school, if needed. When needed an ICEP (Individual Catholic Educational Plan), modeled on the IEP, is used as a learning plan to support a student's abilities by identifying a student's needs, and defining accommodations and interventions.

At the beginning of each school year, teachers review the assessment results for their incoming class, noting the high-mastery, partial-mastery, and low-mastery student groupings for each objective, and any developing patterns. In this way, each class curriculum can be tailored to the needs of the specific student population. Patterns of strengths, as well as areas for improvement across grade levels and school-wide student population, are used in planning new curriculum, strengthening existing curriculum, and evaluating new textbooks. Testing results are also used by the teachers to plan for Middle School math placement, and scope and sequence of Math curriculum.

Testing results are also used to plan annual goals and professional development opportunities. These goals and plans may be teacher- or team-directed, or may be directed towards the entire teaching staff. In recent years, in-service training has focused on differentiated instruction, Response to Intervention (RtI) strategies, Common Core, and integrating technology and project based learning into the curriculum.

Embedded in the educational philosophy of St. John the Evangelist School is the understanding that the parents and teachers are partners in the educational process. Testing results are shared as soon as they are received by the school. Individual student reports are mailed to the parents of 3rd, 5th, and 7th grade students at the beginning of May each year, accompanied by a letter from the principal explaining the reports and sharing an overview of the assessment data. Parents are invited to discuss their child's progress with each teacher. In addition, a summary of the local/national averages is sent to each school family, and is posted on the school website. The principal also presents the testing results to the School Board at the May meeting. The School Board reviews and evaluates these results with the principal, and uses recommendations from the faculty to ensure that funding for appropriate and needed resources is included in the school's budget.

3. Sharing Lessons Learned:

Composite test results are reported to the Superintendent of Catholic Schools for the Archdiocese of Chicago, where they are collected and compared to schools within the system. Using these results, schools all over the Archdiocese can share their successes and best practices, and the Curriculum staff at the Office of Catholic Schools can work to strengthen the Archdiocesan curriculum as needed. School administrators attend annual meetings to evaluate and discuss testing results. The Archdiocese is divided into Vicariates based on location. At local Vicariate meetings, the principal shares our testing results with other area Catholic schools, and the Vicariate principals work together to plan local, Archdiocesan-funded workshops to address academic weaknesses and challenges. The Office of Catholic Schools also plans annual testing meetings to announce testing updates, and to train staff to interpret test data and determine results.

The School Board Marketing Committee uses the composite testing results to market St. John the Evangelist School to prospective parents, local organizations, and members of the Parish and local community who have a vested interest in the school. A school brochure is updated each year, and pertinent school announcements are spotlighted in the weekly church bulletins and the local newspaper. The school website highlights the strong curricular areas of the school. The current and past TerraNova scores are always available in the office for review, if requested.

The testing results are also featured through special programs throughout the school year, and are especially highlighted at an annual Open House during Catholic Schools Week in January. Visitors and prospective school families are invited, through local media, to attend a Mass celebration and Open House, and are given personal tours of the school by the principal and School Board.

Testing results are also shared with prospective high schools, as a supplement to the application process for gifted and talented programs, and enrollment in honors classes at the freshman level.

4. Engaging Families and Community:

St. John the Evangelist School has continued to develop a positive presence in the neighboring community and within the Chicago Archdiocese. Most recently this recognition has been evident as the school enrollment has increased to an all-time high. The school name is more familiar and more recognized in the surrounding suburban areas.

As administrator, the principal meets bi-annually with the Streamwood Village President and police department to discuss community concerns and to promote the learning programs and ministry projects. She also meets with local business associates to promote partnerships and fundraising programs. Teachers, parents, and Parish staff provide press releases and photos to local newspapers, highlighting the students' academic achievements and their participation in special projects.

The Art teacher works with area libraries and community businesses to display student art several times each year. The middle school teachers support ongoing relationships with the local VFW and Knights of Columbus organizations through civic and religious writing contests, and art contests. They also promote Middle School volunteer service projects such as Feed My Starving Children, a non-profit Christian organization committed to feeding malnourished children in 70 countries around the world, and fundraisers to support charitable causes and disaster relief projects.

The Parent-Teacher Club (PTC) works to continually provide positive family-oriented programs throughout the school year, including movie and game nights, Middle School dances, Santa's Workshop, and special holiday-themed activities. The Student Council promotes service projects to serve the area community, including the Hanover Township Food Pantry, Elgin Crisis Center, and the local soup kitchen, as well as national disaster relief projects.

During January of each year, St. John the Evangelist School participates in Catholic Schools Week with various activities that promote the school's high academic standards and Catholic identity. An Open House is conducted, and school families and potential new families are invited to tour the school.

The Parish weekly bulletin frequently features the school activities and highlights student achievement and ministry projects.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

Religion: See Additional Curriculum Area section

Language Arts: Reading, writing, listening, speaking, and thinking skills are integrated throughout the language arts curriculum. All grade levels teach grammar skills in isolation and within reading and writing. A computerized writing lab is used to develop formal and informal writing processes. Penmanship skills are formally developed in grades K through 5.

Science: The science curriculum includes the areas of physical, life, and earth sciences. Students practice scientific inquiry, develop processing skills, and learn to investigate in a scientific manner using scientific models, virtual and quick labs, and dissections. Specialized science units include a butterfly life cycle unit in 2nd grade, and a middle school Invention Convention and Science Fair. The SEEDS program is also integrated across the Pre-K through 8th grade curriculum to promote an understanding of the environment and provide for hands-on, engaging experiences in relevant ecological applications.

Social Studies: The themes of the primary Social Studies curriculum include family, home, and communities. In the intermediate and middle school grades, the curriculum focuses on Illinois and state history, American History, World History, civics, and government. The 7th and 8th grade classes complete extensive US and Illinois Constitution units. Project-based learning activities, mock trials, DBQs, Lawyer in the Classroom units, and civics are incorporated in the middle school Social Studies curriculum.

Foreign Language: St. John the Evangelist School is in compliance with the program's foreign language requirements. All K through 8th grade students receive bi-weekly Spanish instruction, including basic vocabulary, conversational Spanish, grammar, and writing. Advanced vocabulary, conversational Spanish, and Spanish culture and literature are also emphasized in the middle school grades.

Art: The art curriculum at St. John the Evangelist School encourages each student to express their artistic talents through a wide range of projects and activities, and to experiment with a variety of artistic media. Students are also exposed to the historic perspectives of art styles and great masters.

Music: Through music instruction, students develop an appreciation of music through singing, studying contemporary and historical composers, and learning basic music theory. Music instruction is also weaved into Scripture and worship, as students participate in choir, Christmas musicals, and all-school productions. Instrumental band and piano instruction are provided as an elective through Band for Today.

Physical Education: Physical fitness is an important component of the physical education curriculum. Although St. John the Evangelist School does not have a school gymnasium, it has developed a partnership with the neighboring park district building to rent gym space for PE classes during the winter months and during inclement weather. The curriculum incorporates exercise and fitness units, team sports, healthy lifestyles and nutrition units, and sportsmanship, while respecting the physical and skill level differences among students. Extracurricular sports are supported by an Athletic Board.

Computer Skills and Technology: One of the most substantial areas of growth within the school over the recent years has been in the area of technology. The main computer lab consists of 25 state-of-the-art laptops, a laser printer, and a projector. Staffed by a Computer teacher and supported by an IT specialist, the lab serves all students in Kindergarten through 8th grade with one to two weekly class periods of computer instruction. Each classroom is also equipped with a television, a DVD/VCR, and a computer workstation of three to five computers with Internet and school network access. A projector, portable laptop, and projector/laptop cart is available for use in Grades K through 5. Grades 6 through 8 are equipped with ceiling-mounted projectors and wall screens, and a portable, 24-laptop lab that can be used throughout the curriculum. The importance of technology is the foundation of the computer curriculum. The students at St. John the Evangelist are taught keyboarding and coding skills and the basic concepts of computer operations,

and they gain practical experience through creative projects and content driven assignments. They are also taught responsible and safe use of the Internet. The teachers use the Internet to access a vast collection of teaching resources, including primary source documents and video clips. The publishers of many textbooks used in the curriculum also provide on-line components for the teachers and the students.

2. Reading/English:

2a. (Elementary Schools) Reading: Reading instruction and the processes of how children learn to read have long been the focus of educational research and discussion. It has also been the cornerstone of the Reading and Language Arts curriculum at St. John the Evangelist School. The entire teaching staff, from Pre-School to 8th grade, recognizes that reading must be fluent, it requires motivation, and it is a life-long learning process. With this fundamental philosophy, the foundation of reading begins at the primary level with the use of Super Kids, a comprehensive, core reading program from the Rowland Reading Foundation that is completely aligned with the Common Core state standards. Built on systematic phonics, Super Kids balances the essential elements of reading with writing, spelling, and grammar.

At the intermediate level, students further develop vocabulary and build comprehension skills through a comprehensive Reading curriculum that incorporates theme-based reading selections, literacy centers, and skill building exercises. Guided reading strategies are used in small-group instructional settings. Frequent comprehension and skill testing are used to monitor progress and identify strengths and weaknesses on a continuing basis.

The middle school Reading curriculum incorporates a reading anthology text of contemporary and classic multicultural literature selections, including poems, plays, stories, songs, letters, essays, biographies, myths and folklore. Novel studies are also used to develop literacy skills such as plot, symbolism, third-person narrative, foreshadowing, inferencing, theme, and flashback. Literature circles and Reader's Theater are also used to engage students, and to address specific literacy skills.

To foster and promote independent reading and monitor reading comprehension, all St. John the Evangelist students use the Scholastic Reading Counts! software program. The program allows students to choose from reading lists that cover a wide variety of topics and genres within their reading Lexile range. This program also provides teachers with current, data-driven reports to help monitor progress, and identify students who struggle and need differentiated instruction and/or interventions. Reading for pleasure is also fostered during a daily DEAR (Drop Everything and Read) time block throughout the school.

3. Mathematics:

The framework of the math curriculum at St. John the Evangelist School aligns with the Illinois Learning Standards and addresses the Common Core State Standards by teaching computation and problem solving skills, estimation, data analysis, statistics, and probability. Students are taught to approach mathematical problems in an organized manner, and to reason through alternative solutions. Investigating, reasoning, visualizing, communicating mathematically and problem-solving skills are also taught.

Primary and intermediate students explore math through concrete experiences, the use of manipulatives and daily math activities, and through math centers. Singapore Math strategies are incorporated in the curriculum and Everyday Math, a research-based program that is effective in developing mathematical understanding and life skills, is also used. Number sense and number theory is developed using place value, decimals, and fractions. Manipulative and concrete math experiences are integrated into the primary and intermediate grades. Emphasis on recognizing and understanding patterns, divergent thinking, and consistent practice are used to develop math concepts.

Middle school students receive Pre-Algebra, Algebra, and Geometry instruction. Many 8th grade graduates qualify for honors and AP Math classes in high school. Students in Pre-Algebra are taught basic algebraic concepts and their applications to real-life situations. A Geometry unit is also taught. Advanced 8th grade Math students are offered an Algebra course that will give them the foundation for advanced placement in high school Math courses.

The K through 8th grade Math curriculum is supplemented with Simple Solutions Common Core, a daily Math program that aligns with the Common Core State Standards at every grade level. The daily practice reinforces key ideas, understandings, and skills and emphasizes a deeper learning of important concepts. While fewer topics are presented at each grade level, the expectation is that students will fully master and retain these skills and concepts.

To help struggling students who are performing below grade level, a Before School Math Club is available to intermediate and middle school students to strengthen basic skills.

4. Additional Curriculum Area:

Religion:As a Catholic school, St. John the Evangelist School provides continual opportunities for students to witness the presence of God through daily Religion classes, service projects, all-school Masses, Liturgical calendar prayer services, and daily prayer rituals. Religion texts and supplemental resources are evaluated and approved by the Archbishop's office. Under the supervision of the Parish Sacramental Director, students are prepared to receive the sacraments of First Communion, Reconciliation, and Confirmation.

Students also participate in a variety of service and ministry projects that serve the local, national, and international population. The Student Council sponsors frequent service projects, including donations to cancer foundations and donations to disaster relief efforts in the US and abroad, most recently raising almost \$900 in one day for a Philippine Relief effort and over \$1,000 for a children's cancer foundation. The middle school students dedicate several days each school year working at a Chicagoland FMSC (Feed My Starving Children) facility, packaging over 2,000 life-saving meals and collecting enough money to feed many children in a worthy country for an entire year.

Preschool: "A child's brain develops more rapidly in the first 5 years of life than it ever does again, forming so many connections between the left and right side of the brain and essentially establishing its "ability" to learn new information in the future. A child left with no stimulation or enriching playful experiences is going to learn more poorly after the age of 5 than a child who has been played with, talked to, read to and stimulated on a regular basis. They need to interact with toys, materials, books, multi-sensory experiences and nature in order to develop real building block for learning."

www.theimaginationtree.com

The St. John the Evangelist preschool program includes a full- and part-time 3-year old classroom, a part-time 4-year old classroom, and a full-time 4-year old classroom. This program began in 2010 as a 4-year old program, and has contributed to the recent growth in the school.

The philosophy of the preschool program is to provide experiences that promote each individual child's growth and well-being. It is our goal to equip the youngest learners with self-help and communication skills, social and emotional competence, and a positive self-identity. Each child is respected and recognized as a precious gift, regardless of gender, ability, culture, ethnicity, or religious beliefs.

The objectives of the St. John the Evangelist Preschool are: to provide a Christian atmosphere that encourages the spiritual, emotional, cognitive, and physical growth of each child; to stimulate experiences through discovery learning; to aid in the development of a positive self-image; and to encourage Christian attitudes and respect of others.

The hallmark of the 3-year old preschool program is a commitment to a play-based curriculum, through a loving and nurturing environment. This curriculum is an active and highly engaging way to learn. It helps the child develop independence, and helps build self-esteem as children learn to interact with others. As the year progresses, the 3-year old play becomes more complex and more social. The children begin to follow directions and cooperatively work to solve problems.

Throughout the day, the 3-year old children are exposed to good literature, finger play, music, art, and sensory experiences. Skills are developed through the use of games, fine and gross motor activities, songs, introductory phonics, letter recognition, and early number sense.

The 4-year old program further develops the child's place in the community. Reading and Math skills are introduced in an engaging and enjoyable manner through whole-group activities and center opportunities. Children learn such skills as sorting, patterning, attributes, numbers, comparisons, letters, and basic phonics. The SuperKids Reading Program is introduced in 4-year old preschool.

The full-time 4-year old program extends learning time, and includes a wide range of activities to enhance and reinforce the concepts and skills learned in the part-time morning program. Music, large-motor skills, and art are incorporated in the full-time preschool program.

5. Instructional Methods:

The teachers at St. John the Evangelist School use a wide variety of teaching methods and instructional strategies to promote and improve student learning, and to ensure that each student has multiple opportunities to learn and think critically. Whole-group and small-group direct instruction, cooperative learning groups, and flexible and heterogeneous groupings are used to effectively present and review material. Learning centers, listening centers, and literacy centers are used in the primary grades. To promote critical thinking, higher-order learning, and multiple intelligences, teachers also use a variety of manipulatives, games, Internet resources, hands-on and independent inquiry projects, and field trip experiences to extend the learning environment.

An ongoing school goal is to address the needs of all learners by implementing differentiated instructional techniques and research-based interventions when appropriate. An Intervention Team works in conjunction with the classroom teacher and principal to discuss and recommend instructional interventions, testing and monitoring methods, and remediation strategies for struggling learners.

Using the Response to Intervention (RtI) framework, a universal screening tool (MAP testing) is used three times each year to monitor students' growth in Reading and Math. An after school Homework Club is available three days a week. In addition, SJE has been identified as a Center for Inclusive Education in the Archdiocese of Chicago, offering after-school learning support programs for school and area students. Student skills in Math and Reading are reinforced in the learning support programs. One of the 2013-2014 school goals is to increase critical thinking skills in relation to the Common Core Standards in Reading and Math. Teachers are using research-based strategies and summative assessments to achieve this goal. Teachers are also working in teams to address and implement Common Core Standards. A new standards-based report card will be used in the coming years, and teachers are reviewing their curriculum and assessment strategies to plan for the standards-based assessments.

6. Professional Development:

All full-time teachers at St. John the Evangelist School maintain active teaching certification through the State of Illinois. This means that each teacher pursues professional growth opportunities that comply with the state recommendations and annual school goals. Through the Archdiocese of Chicago, each full-time teacher has access to \$1,200 per year to use towards professional growth. In addition, the staff has access to professional development opportunities through the public school unit district, Illinois U-46. One-third of the teaching staff has one or more Master's degrees and several other teachers are pursuing coursework towards an advanced degree. One teacher recently received her Master's degree as Reading Specialist, and she coordinates and staffs the after-school learning support program. The 6th grade teacher received a second Master's degree in 2011 in Administration and Supervision, and obtained a Type 75 Illinois Administration/Principal Certificate. He now serves as Assistant Principal.

School goals for 2013-2014 are focused on the Common Core State Standards and the SEEDS curriculum. Each teacher is focusing on increasing critical thinking skills throughout their grade-level curriculum. Using research based strategies and professional development resources, teachers will determine successful attainment of their goal(s) using baseline and summative measurements. In addition, ecology and stewardship of the earth are imbedded throughout the curriculum.

At times the entire staff attends a common workshop to implement a new teaching strategy or instructional intervention. Several years ago, the entire teaching staff attended a two-day Project Criss (Creating Independence through Student-Owned Strategies) workshop, which emphasized research-based strategies to increase reading comprehension. Other common workshop topics include differentiated instruction, Response to Intervention, guided reading, literacy centers, Singapore Math, integrating technology into curriculum, science themes, writing programs, and Common Core strategies. Through affiliations with the US Department of Education and other governmental agencies, Constitutional workshops, project-based learning workshops, and related travel expenses have been awarded to the Social Studies teacher.

As Religion catechists, St. John the Evangelist teachers pursue and maintain Catechist Certification through the Archdiocese of Chicago. Several times each year, the staff attends Religion conferences and workshops, as well as religious retreats.

7. School Leadership

Mrs. Mary Ellyn Billmeyer has served as principal of St. John the Evangelist School for the past three years. Mrs. Billmeyer is the faith leader as well as the school administrator. She is a role model for students and teachers. As administrator, she evaluates student behavior, supports and guides the teaching staff, conferences with parents and students, and routinely monitors arrival of the students. As faith leader, she serves as Eucharistic Minister and reader at school Masses, and models and instills respect for fellow staff and students.

Mrs. Billmeyer is an administrative member of the St. John the Evangelist School Board and plays an active part in the Parent Teacher Club. She coordinates school functions with parish functions through weekly parish staff meetings, and she works with the Office of Catholic Schools through monthly leadership meetings and related functions. She also maintains a positive relationship with the public school district, obtaining grants and resource support for at-need students. Mrs. Billmeyer is highly visible in the school and in the classroom. She frequently "walks-through" classrooms during instructional times, and monitors recess and lunch periods on a rotating basis.

Mrs. Billmeyer holds bi-monthly full-staff meetings, and frequent team meetings to keep abreast of day-to-day happenings, and to allow the staff to provide input and feedback regarding school policy and atmosphere. Several times each year, she formally observes each teacher and provides feedback on teaching content, style, and classroom management. She makes herself available for staff questions and concerns, advises and mentors teachers on a continuing basis, is supportive of parent-teacher relationships, and respects each individual teacher's classroom space.

Mrs. Billmeyer acts as a liaison to the School Board when funding is needed for resources. The 6th grade teacher also serves as assistant principal, supporting Mrs. Billmeyer as needed and acting in her place during her absence.

Over the past three years, Mrs. Billmeyer has developed a marketing plan to increase student enrollment. With the addition of a preschool program and strengthening St. John the Evangelist School from the Superintendent of Catholic Schools as an exemplary example of enrollment turnaround in the Archdiocese of Chicago.

PART VI - NON-PUBLIC SCHOOL INFORMATION

The purpose of this addendum is to obtain additional information from non-public schools as noted below.

1. Non-public school association(s): Catholic

Identify the religious or independent associations, if any, to which the school belongs. Select the primary association first.

2. Does the school have nonprofit, tax-exempt (501(c)(3)) status? Yes X No
3. What are the 2013-2014 tuition rates, by grade? (Do not include room, board, or fees.)

2013-2014 Tuition

Grade	Amount
K	\$4494
1	\$4494
2	\$4494
3	\$4494
4	\$4494
5	\$4494
6	\$4494
7	\$4494
8	\$4494
9	\$0
10	\$0
11	\$0
12	\$0

4. What is the educational cost per student? \$4731
(School budget divided by enrollment)
5. What is the average financial aid per student? \$237
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 5%
7. What percentage of the student body receives scholarship assistance, including tuition reduction? 6%

PART VII - ASSESSMENT RESULTS

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>TerraNova, 3rd 2008</u>
Grade: <u>3</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>CTB McGraw-Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	78	73	72	69	80
Number of students tested	28	13	25	25	20
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. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>TerraNova, 3rd 2008</u>
Grade: <u>5</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>CTB McGraw-Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	74	78	68	75	72
Number of students tested	25	19	23	21	26
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. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>TerraNova, 3rd 2008</u>
Grade: <u>7</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>CTB McGraw-Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	85	85	82	74	71
Number of students tested	13	19	20	14	20
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. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>TerraNova, 3rd 2008</u>
Grade: <u>3</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>CTB McGraw-Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	71	70	65	69	65
Number of students tested	28	13	25	25	20
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. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>TerraNova, 3rd 2008</u>
Grade: <u>5</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>CTB McGraw-Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	69	74	74	70	84
Number of students tested	25	19	23	21	26
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. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>TerraNova, 3rd 2008</u>
Grade: <u>7</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>CTB McGraw-Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	74	76	74	74	71
Number of students tested	13	19	20	14	20
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. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: