



**Annual Progress Report**

**2008-2009 Academic Year**

Dear Friends,

The Iowa School Improvement and Accountability legislation requires that each year we provide an annual progress report to our communities. As you look over this document, you will realize quickly that our students continue to achieve at very high levels. Students consistently score above grade level in every reporting category as required by the No Child Left Behind legislation. Proficiency levels at St. Joseph Catholic School far exceed both state and national norms.

Indeed, our school is one of excellence, one in which faith is alive in each and every one of our students. Our school goes much further though, than teaching the traditional three “r’s”. Our school is built upon the foundation of teaching the fourth “r”: religion. Included in this report is our plan, intended to hold us accountable and to make certain that we keep our Catholic faith and identity alive in all we do in our classrooms.

So then, on behalf of us all at St. Joseph Catholic School, thank you for your support. To our parish community and all other benefactors, we would not enjoy this success without your prayers and financial support.

Sincerely Yours in Christ,



Anthony/D. Voss  
Principal

## **Mission Statement of the Educational Apostolate Archdiocese of Dubuque**

The mission of the Educational Apostolate of the Archdiocese of Dubuque is to promote lifelong faith formation, which challenges individuals to:

Respond to God's continuous call for conversion to Jesus Christ

Form and be formed in Christian community life

Grow in knowledge of faith

Participate in liturgical celebrations and prayer

Collaborate in the Church's mission of evangelization

## **Mission Statement of St. Joseph Catholic School**

St. Joseph Catholic School is a state-accredited school, empowered by the Archdiocese of Dubuque, which provides Catholic-based education for students in preschool through 8th grade. St. Joseph School has a tradition of providing family-based education and teaching respect for all individuals, regardless of financial status or family situation. Instruction groups are kept small, and close attention is provided to the students by caring and quality teachers and staff. Emphasis is placed on serving children of St. Joseph. Other students are served according to the availability of facilities, regardless of their religion, race, national origin or gender.

### **Student Learning Goals**

**Religion/Spirituality:** Students demonstrate knowledge of God and of the Catholic religion and verify development of their spiritual lives.

**Communication:** Students effectively communicate for a variety of purposes.

**Analysis:** Students observe, infer, analyze, and evaluate ideas, processes, structures, and organizations.

**Problem solving:** Students solve problems and resolve conflicts individually and cooperatively.

**Value Judgments/Decision Making:** Students make decisions based on Gospel values.

**Aesthetics/Fine Arts:** Students apply creativity and skill in the performing and fine arts.

**Civic Responsibility:** Students will be responsible members of local and global communities.

**Environment:** Students will be responsible and respectful of the environment.

**Wellness:** Students formulate and achieve healthy lifestyles.

**Technology:** Students effectively and morally use technology.

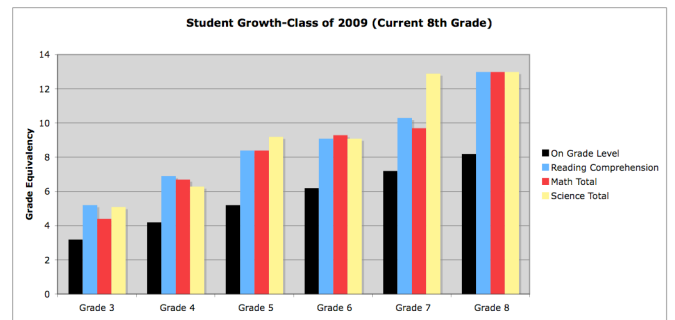
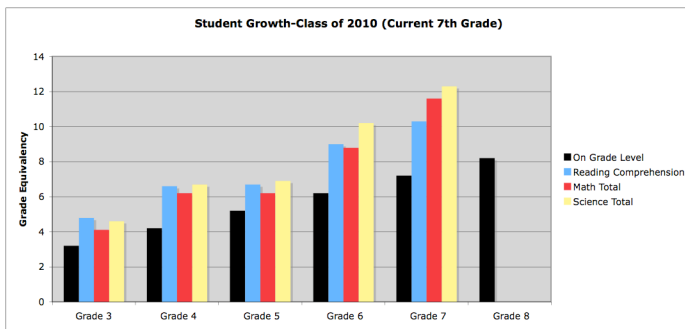
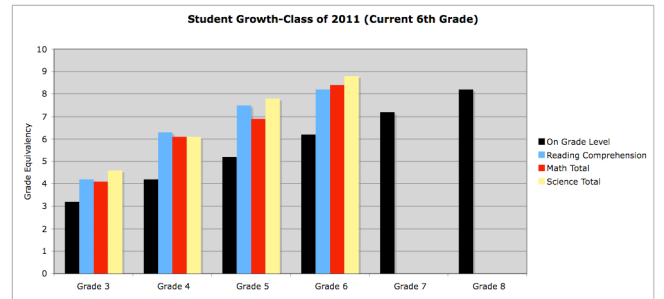
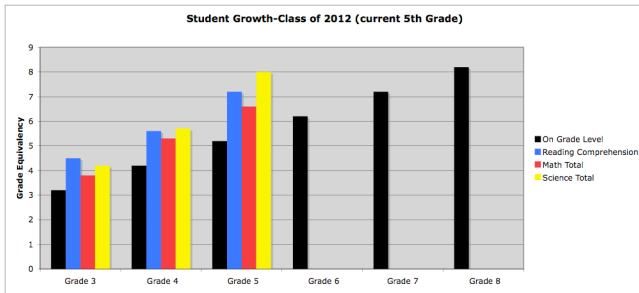
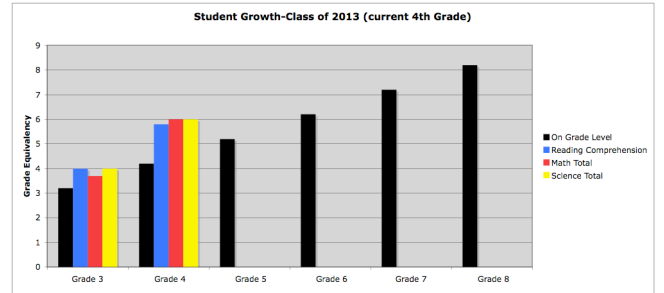
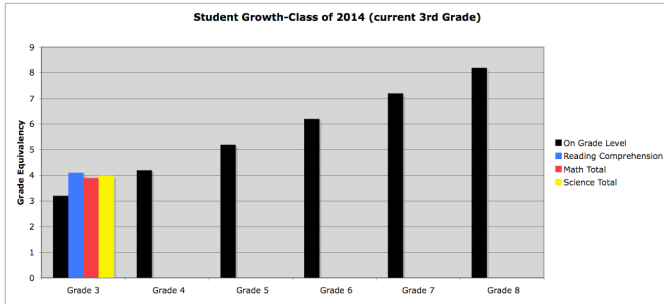
**Life and Career Planning:** Students develop life long goals and strategies for living.

## **Building Profile**

- St. Joseph Catholic School is a fully accredited school by both the Archdiocese of Dubuque and the State of Iowa. In 2007, St. Joseph Catholic School completed a state accreditation visit from the State of Iowa and received very high marks.
- St. Joseph Catholic School is the only Catholic P-8 School in the Cedar Rapids Metropolitan Area.
- Religion is formally taught daily and Gospel values are infused into all curricular areas.
- Core curricular areas incorporate Catholic Teachings into all lessons and units.
- Students attend weekly school liturgy, which is planned by the students in homeroom religion class.
- There are 25 certified faculty members on staff, three of which hold advanced degrees.
- Lay men and women make up 100% of the faculty.
- St. Joseph Catholic School offers a comprehensive Spanish program beginning in Kindergarten.
- Certified K-8 enrollment in 2008-2009 school year was 271. Overall enrollment was 296.
- St. Joseph Catholic School is located in the Marion Independent District, also serving students in the Linn-Mar, Springville, Cedar Rapids, Mount Vernon, and Central City school districts.
- The school is governed by a six member Board of Education, locally elected by the parish of St. Joseph to oversee all educational programs in the parish.
- Three separate pre-school program offerings had a combined enrollment of 25 students during the 2008-2009 Academic Year.
- Extended Care programs are offered both before and after school.
- Student to teacher staff was 18.06:1 (when considering homeroom teachers only): 12.9:1 when considering all Full Time Equivalencies.
- 4.4% of the student population is ethnically diverse.
- 1% of the students qualify for free and reduced lunches.
- St. Joseph Catholic School is part of the Archdiocesan System of Education, made up of 50 elementary/middle schools and 7 secondary schools.
- Full time specialists are on staff for vocal music, instrumental music, technology, art, physical education, and reading.
- The average teacher tenure is 8.8 years.

## Student Achievement

The following data represents grade equivalency expectations. The far left bar on each graph represents what the grade level was at the time of the test (i.e. 3.2). Preceding bars for each data series represent actual achievement. Data represented is reading comprehension, math, and science. Current grade refers to the grade level in the academic year 2008-2009.



## Annual Improvement Goals--Verification (2008-2009)

1. During the 2008-2009 school year, St. Joseph Catholic School will have the 4<sup>th</sup> grade class show a minimum 15 point growth on the ITBS using the Iowa Average Standard Score on the reading comprehension portion of the ITBS.

We did meet our goal. In 2007, the third grade had a reading score of 178. As fourth graders in 2008, this cohort had a score of 204; an increase of 26 points, which was better than expected.

2. During the 2008-2009 school year, St. Joseph Catholic School will have the 4<sup>th</sup> grade class show a minimum 15-point growth on the ITBS using the Iowa Average Standard Score on the math total portion of the ITBS.

We did meet our goal. In 2007, the third grade had a reading score of 178. As fourth graders in 2008, this cohort had a score of 205; an increase of 27 points, which was better than expected.

3. During the 2008-2009 school year, St. Joseph Catholic School will have the 4<sup>th</sup> grade class show a minimum 15-point growth on the ITBS using the Iowa Average Standard Score on the science total portion of the ITBS.

We did meet our goal. In 2007, the third grade had a reading score of 183. As fourth graders in 2008, this cohort had a score of 200; an increase of 17 points, which was better than expected.

Grade	Reading			Mathematics				Science
	Vocabulary	Comprehension	Total	Concepts & Estim.	Probs. & Data Interp.	Computation	Total	
8								
7								
6								
5								
4	202	204	203	202	207	198	205	200
3	181	178	180	181	177	177	178	183

## Annual Improvement Goals-Identification (2009-2010)

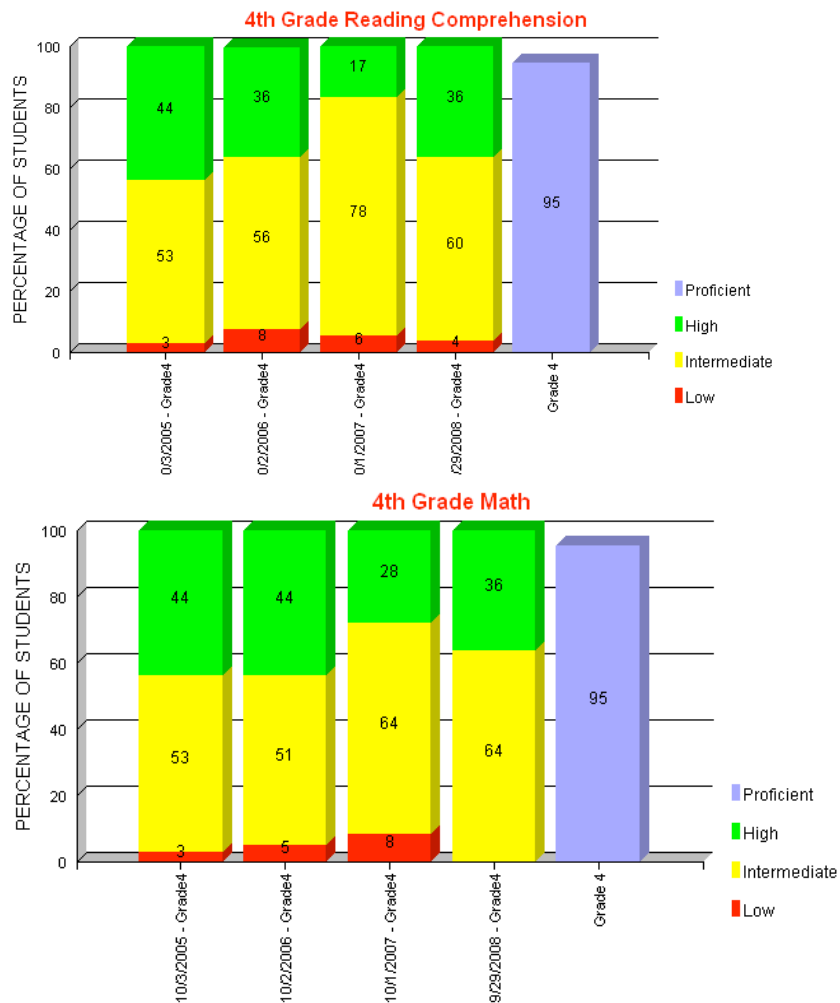
During the 2009-2010 school year, St. Joseph Catholic School will have the 5th grade class show a minimum 14 point growth on the ITBS using the Iowa Average Standard Score on the reading comprehension portion of the ITBS.

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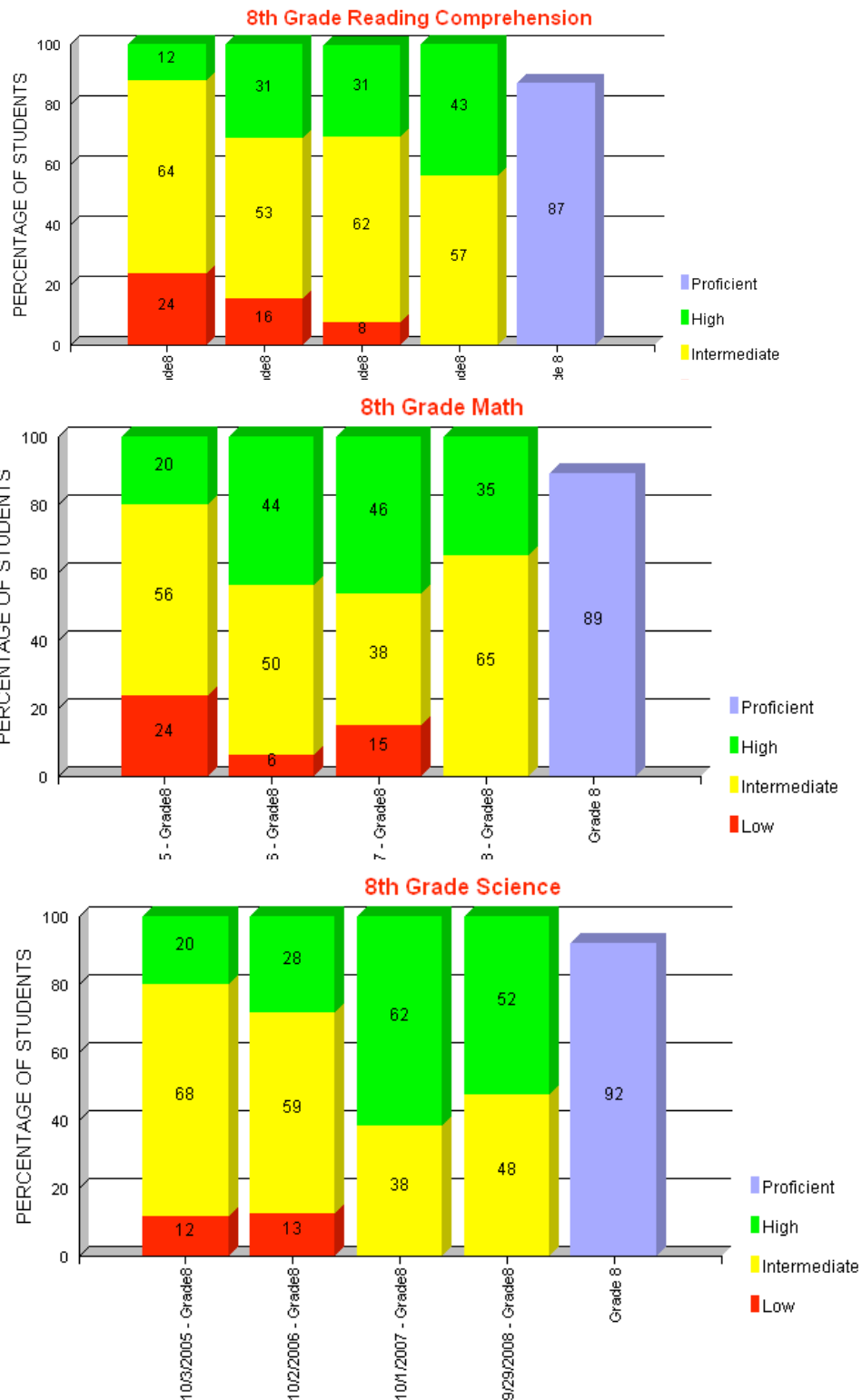
### 4<sup>th</sup> Grade Reading and Math

The far right data point in each graph represents the percent of 4<sup>th</sup> grade students proficient during the past four years. Proficiency is calculated by the sum of the intermediate and high performance levels.



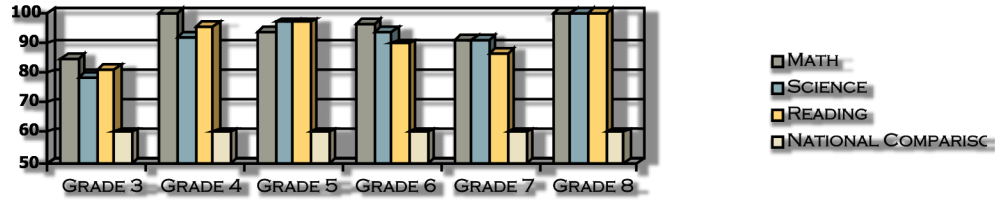
## 8<sup>th</sup> Grade Reading, Math and Science

The far right data point in each graph represents the percent of 8<sup>th</sup> grade students proficient during the past three years. Proficiency is calculated by the sum of the intermediate and high performance levels.



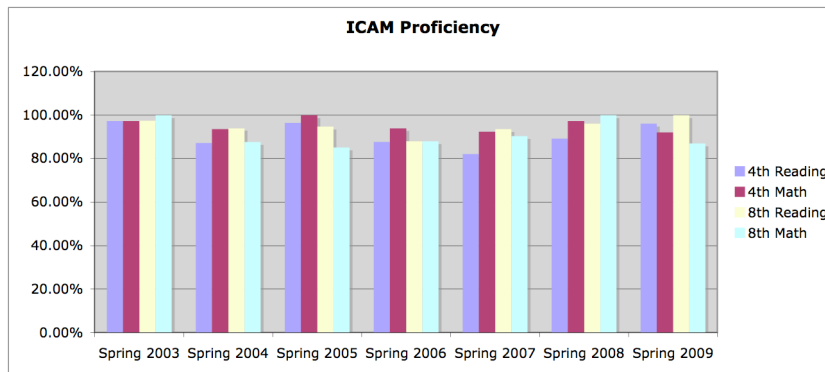
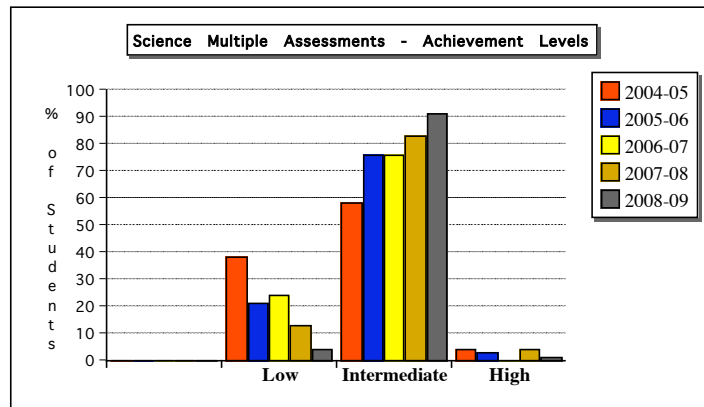
## National Proficiency Comparison 3<sup>rd</sup> through 8<sup>th</sup> Grade

The data depicted in the graph below compares proficiencies of students at St. Joseph Catholic School to students nationally.



## Additional Indicators

Verification of the annual improvement goals is obtained through analysis of the Iowa Tests of Basic Skills. In addition to the data provided by these tests, additional verification data is gathered using the Iowa Collaborative Assessment Module (ICAM) and the Science Assessment (SCASS).



## **Long Range Goals**

Long range goals define the desired targets to be reached over extended periods of time. These long range goals serve two purposes: 1) to meet locally determined student needs and goals and; 2) to address state and federal student accountability.

1. All St. Joseph Catholic School students will improve in reading.
2. All St. Joseph Catholic School students will improve in mathematics.
3. All St. Joseph Catholic School students will improve in science.
4. St. Joseph Catholic School students will show improvement in their early reading literacy development.

## **Data gathered to measure system progress**

1. Iowa Tests of Basic Skills (ITBS)
2. 7<sup>th</sup> Grade Science Assessment (SCASS)
3. Iowa Collaborative Assessment Module (ICAM)
4. Degrees of Reading Power (DRP)
5. Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

## **Action plan to increase student achievement**

1. Focus on curriculum, instruction, and assessment (CIA)
  - a. Eliminate “pet” units
  - b. Instruction is aligned to grade level expectations and work is focused toward Iowa Core Curriculum.
  - c. Rigorous assessment aligned to GLE and ICORE.
2. Learning opportunities aligned with the Iowa Teaching Standards.
3. Commitment to RTI/IDM and supplemental/intensive instruction for those students with demonstrated needs.
  - a. Differentiated instruction
4. Implementation of research based strategies across curriculum
5. Career track teachers focus on continuous improvement in teaching strategies.
6. Use of technology as an instructional tool.
7. Professional development is implemented with fidelity.

## **Reading**

1. Read Naturally is utilized where appropriate in Grades K-5.
2. Read out loud through the sixth grade.
3. Students are held accountable for grammar in all writing assignments and disciplines, not just language arts.
  - a. There is consistent enforcement of grammar rules across the curriculum.
4. Student self-corrections for grammatical errors.
5. Professional development focused on developing writers in K-8 grade classrooms.

## **Math**

1. Guided math groups.
2. Real world experiences to improve critical thinking and problem solving.
3. Consistent math vocabulary (borrowing versus carrying).
4. Math facts oral review after class on Fridays.

## **Science**

1. Inquiry based discovery lessons that enhance the development of cognitive structures.
2. Lessons on how to read and interpret science material (Grades K-2).
3. Books on tape provided for below level readers.
4. Experiments that connect with learning and grade level expectations.

## **Catholic Identity & Staff Development**

Faith Community Teacher and students demonstrate communication and relationships. Openness to others is expected as part of the learning environment. Staff and students are challenged to be aware of the larger Church.

Scripture is integrated across disciplines. Teachers actively pursue opportunities to study Scripture in personal life.

Transmits Knowledge of Faith Teachers' understanding of *The Catechism* is extensive and updated. Representation of content is appropriate and links well with students' knowledge and experience. Students contribute to representation of content.

Classroom management Teacher response to misbehavior is highly effective and sensitive to student's individual needs, or student behavior is entirely appropriate.

## **Supporting Staff Development Plan**

1. During the 2009-2010 academic year, we will be embarking on a process that will enable us to complete some strategic planning for our school. We will seek the input of a cross section of our community, including parents, teachers and parishioners.
2. In an effort to continue our work in improving classroom management and discipline, we will begin a three-year initiative on PBS (Positive Behavior Supports).
3. Our collaboration with the Metropolitan System of Catholic Education will continue with our annual participation in the Service Learning Projects. This year we will have the opportunity to chair the third grade service project.
4. The Building Leadership Team will serve as the litmus for the implementation of *The Witness* and will share related articles with their team as appropriate throughout the school year.
5. Parish human resources are used in the classroom to assist teachers in planning and preparing liturgy, answering questions about their faith, and minister to our student body as needed.
6. The teaching staff has the opportunity to participate in theological course offerings at a minimal fee through Dayton University and other faith development offerings offered through our local DIOCORE.