St. Joseph Catholic School, McPherson

"Formation of the Total Person in the Image of Christ

School Profile 2008-2009

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School Profile
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ADMINISTRATION

Bob Voboril, Superintendent
Dr. Fred Saab, Assistant Superintendent/Curriculum
Holly Goodwin, Assistant Superintendent/Special Services
Peggy A. Bahr, Principal

SCHOOL IMPROVEMENT TEAM MEMBERS

Peggy Bahr
Roberta Burghart
Kari Kresky
Diane Martinez
Judy Becker
Jennifer Houchen
Raschelle Jirak
Tammy Gipson
Becky Wiard
Tamme Lackey
Laurinda Porter

SCHOOL COUNCIL MEMBERS

Father David Lies
Kaley Alexander
Gerald Garcia
Keith Mainzer
Peggy A. Bahr
Sonya Jenkins
Linda Harger
Todd Stecklein

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St. Joseph Catholic School Mission Statement

St. Joseph Catholic School, as an integral part of the St. Joseph Parish Community, exists to educate the total person in Christ's image, according to the teachings of the Catholic Church through unity of home, parish, and school.

Motto

"Formation of the Total Person in the Image of Christ"

Catholic Schools of Diocese of Wichita School Mission Statement

United with the family, the parish, and each other, Catholic Schools in the Diocese of Wichita FORM DISCIPLES OF JESUS CHRIST who seek the Truth, grow to love It, and learn to live It.

Environmental Scan

An environmental scan was conducted to determine the skills that our students will need to be successful in the future after graduating from St. Joseph Catholic School.

According to the United States of Department of Labor, the ten occupations, in the United States that will experience the largest job growth form 2004-2014 are retail sales, registered nurses, post-secondary teachers, customer service representatives, janitors, cleaners, waiters/waitresses, food preparation and service workers, home health aides, nursing aides/orderlies, general and operation managers. The top ten jobs in Kansas include those listed above plus bookkeepers, accountants, and truck drivers.

St. Joseph Catholic School is located in McPherson Kansas. McPherson has an approximate population of 14,000 and no fewer than fifty-five industries. These national and multi-national companies each employ several hundred workers.

McPherson has a diversified industrial and manufacturing base. Many of the manufacturers are supporting industries of other local manufacturers. For years, McPherson has been known as one of the largest plastics manufacturing centers in the entire United States. McPherson manufacturers produce pharmaceuticals, fiberglass insulation, plastics infection and extrusion molding, and others. McPherson has become perhaps the most industrialized "per-capita", industry friendly community in the State of Kansas.

According to the 2000 Census, the McPherson work force greatest number of workers falls in the area of management, professional and related occupations followed by production, transportation, and material moving occupations and sales and office occupations. The five leading employers for McPherson are Hospira, National Cooperative Refinery Association, USD 418, Farmer's Alliance Mutual Insurance Companies and Johns Manville Corporation.

The major crop in the county is hard red winter wheat. McPherson County has the second highest acreage in the state and is usually first or second in average yield per acre. Native and improved pastures along with feedlots support some 65,000 beef animals.

The population of McPherson County is 29,954. McPherson, county and the five surrounding counties of Harvey, Marion, Reno, Rice, and Saline provide an ample labor pool for the area.

In looking at the accumulated data, we can reach the following conclusions as educators in McPherson, Kansas and County.

- To prepare our students to be successful beyond their years at SJS we must teach the core subject areas and how to apply this knowledge.
- Students must have communication skills, interpersonal and self-directional skills.
- Students must be lifelong learners.
- Students need a strong technology and science background.
- Applied skills such as professionalism, work ethic, teamwork, collaboration and oral communication are needed for successful employment.

Unique Local Insights

Data Collection Instruments

We selected the following instruments to collect data regarding Unique Local Insights:

Parent Survey

Faculty Survey

Analysis of Data

Parent Survey

In the spring of 2002, a parent survey was distributed to all parents of St. Joseph School Students (SJS). Of the 53 surveys distributed, 25 were returned representing 43% return rate. The survey asked a number of questions concerning the following areas:

1. Strengths of St. Joseph School
2. Academics
3. Curriculum
4. Technology
5. Safety
6. Teaching quality

The strengths listed by parents of SJS were faith/religion, class size and academics. The areas of improvement listed by parents included: technology, music, and increase enrollment. The areas of strengths and improvements cross over in the area of small class sizes as being a strength yet increased enrollment was a common concern. 36% of surveys returned indicated that students needed more opportunities in fine arts such as band and music.

The survey indicated that an overwhelming majority of parents felt that their students were safe at school. While a few problems were identified in the comments on the survey, safety and security did not appear to be a high level of concern for parents.

Most parents indicated that the quality of teachers was high/average and 92% surveyed rated SJS's academics high.

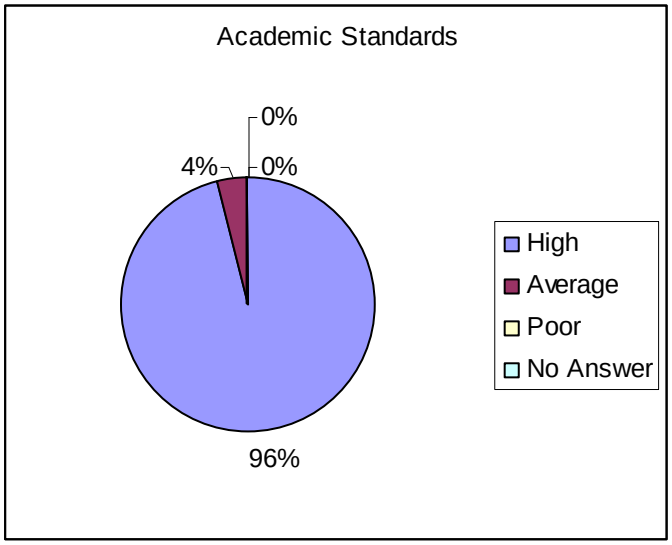
Faculty Survey

The faculty indicated that faith and class size were SJS's strengths followed by a quality staff and high expectations in the areas of curriculum and discipline. Areas of improvement included technology and fine arts.

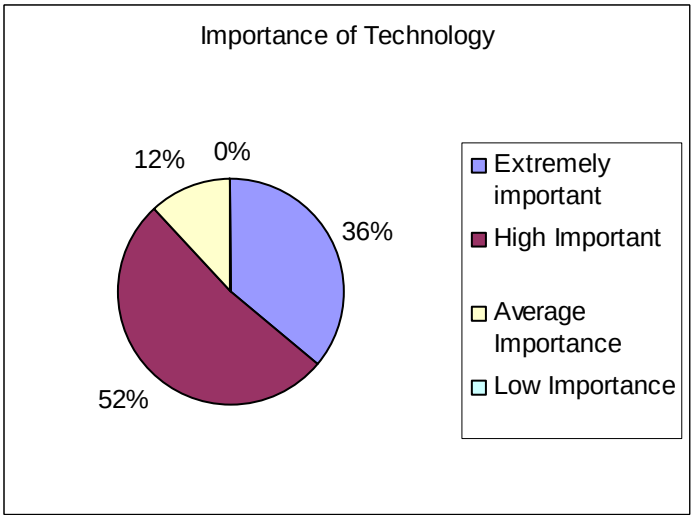
Many teachers indicated that they would like to see SJS have a summer school program added to the academic programs. The concerns indicated by the faculty were the special education program and community perceptions, that it takes money and social status to attend SJS.

Expanding the facilities was the number one item of importance for future growth to occur at SJS.

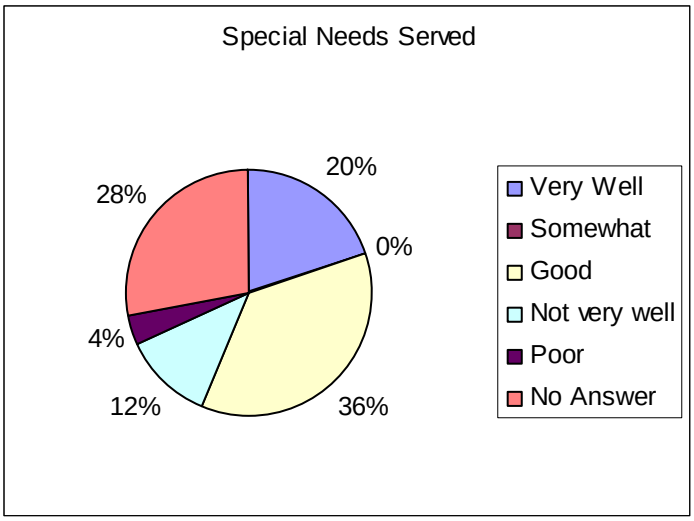
Presentation of Data: Unique Local Insights



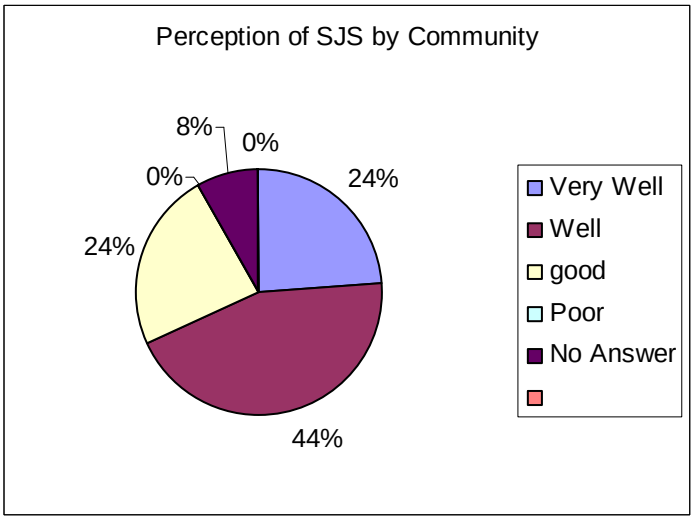
Survey Question Read: How would you rate St. Joseph Catholic School's academic standards and expectations? 96% of the parents thought the academic standards for SJS were high. The graph also shows 4% thought the academic standards were average.



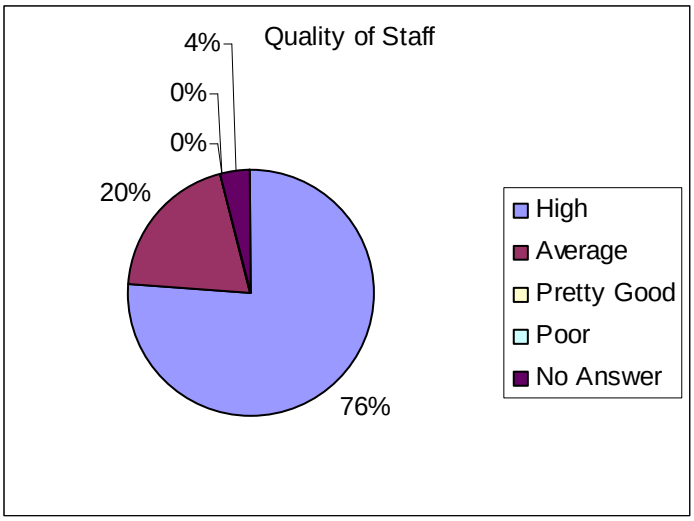
Survey Question Read: How important do you feel technology is in your child's education? 53% of the parents feel that technology is extremely important and 12% state that technology is of average importance.



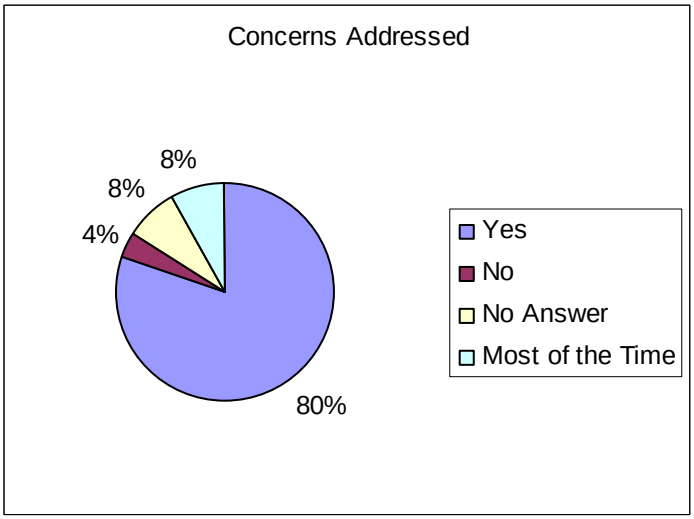
Survey Question Read: How well does St. Joseph School serve children with special needs? 28% of parents surveyed said special needs were "very well" served at SJS. 35% of parents surveyed rated service of special needs students "good". 4% felt SJS did a poor job serving special need students.



Survey Question Read: How do you feel St. Joseph Catholic School is perceived by the McPherson community? 24% of parents rated SJS as being very well received by the McPherson Community. 44% rated SJS as being well perceived by the community. 24% rated SJS's perception as good. No surveys indicated there is a poor perception of SJS by the community.



Survey Question Read: How would you rate the quality of our teaching staff? 76% of the parents rated the quality of the staff as "high." The graph also shows that 20% rated the quality of the staff as "average" and 4% had no answer.



Survey Question Read: Do you feel that your concerns are adequately addressed in a timely manner? 80% of the parents indicated that their concerns were addressed in a timely matter. The graph also shows that 4% of the parents indicated their concerns were not addressed in a timely manner. 8% of the parents had no answer and 8% indicated "most of the time."

Implications for action: Unique Local Insights

Student Performance Goals

Areas identified by this data for student performance goals could include:

1. Technology
2. Music and Fine Arts

Non-Student Data
The area of technology and fine arts need to be addressed to better serve our students.

Other Data Needed
Survey of the students would assist in learning more about the fine arts and technology issue.

Clarifying Goals
A review of the building and technology plan is needed. Funding and personnel is a concern when the goal of technology and fine arts.

Interventions
No sub-groups were identified with this data.

Other Actions Needed
In-service opportunities may need to be planned that would address state reading and math standards. Teachers need additional training in non-traditional methods in the classroom.

Follow-up of former students

Data collection instruments
We selected the following instruments to collect data regarding follow-up of former students.

Survey of SJS alumni-currently 7th/8th grade middle school students
Survey of SJS alumni-currently 9-12th grade high school students
Survey of SJS alumni after high school

Analysis of Data
Results of the survey of SJS alumni-currently 7th/8th grade middle schools students
Surveys were mailed out in the spring of 2005.

All former SJS students in grades 7 and 8 received the survey. 25% of the surveys returned belonged to the middle school SJS alumni students. Students were asked to reflect on their middle school experience and were asked to indicate how well prepared they were for middle school in a number of academic areas. Several open-ended questions allowed former students to provide narrative feedback. Narrative answers were classified according to areas and then reviewed by the profile committee.

Students generally indicated that they felt prepared for middle school in the areas of math, reading, and science. Students indicated that they had a positive experience and felt safe attending school at SJS. The students scored the staff favorably in the areas of assistance and quality of instruction.

Students indicated that they did not have confidence in their technology abilities and many students indicated to have more music and fine arts.

Results of the survey of SJS alumni-currently 9th-12th grade high schools students
Surveys were mailed out in the spring of 2005.

All former SJS students in grades 9-12 received the survey. 36% of the surveys returned belonged to the high school SJS alumni students. Students were asked to reflect on their middle/high school experience and were asked to indicate how well prepared they were for middle school in a number of academic areas. Several open-ended questions allowed former students to provide narrative feedback. Narrative answers were classified according to areas and then reviewed by the profile committee.

Students generally indicated that they felt prepared for middle school in the areas of math, reading, and science. Students indicated that they had a positive experience and felt safe attending school at SJS. The students scored the staff favorably in the areas of assistance and quality of instruction.

Students indicated that they did not have confidence in their technology abilities and many students indicated to have more music and fine arts.

Survey of SJS Alumni after high school

Results of the survey of SJS alumni-currently 7th/8th grade middle schools students
Surveys were mailed out in the spring of 2005.

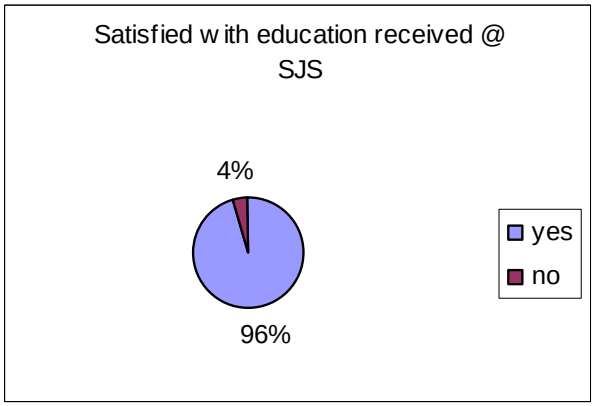
Former SJS students that could be located and were of college age were sent surveys. 25% of the surveys returned belonged to the middle school SJS alumni students. Students were asked to reflect on their middle school experience and were asked to indicate how well prepared they were for middle school in a number of academic areas. Several open-ended questions allowed former students to provide narrative feedback. Narrative answers were classified according to areas and then reviewed by the profile committee.

Students generally indicated that they felt prepared for middle school in the areas of math, reading, and science. Students indicated that they had a positive experience and felt safe attending school at SJS. The students scored the staff favorably in the areas of assistance and quality of instruction.

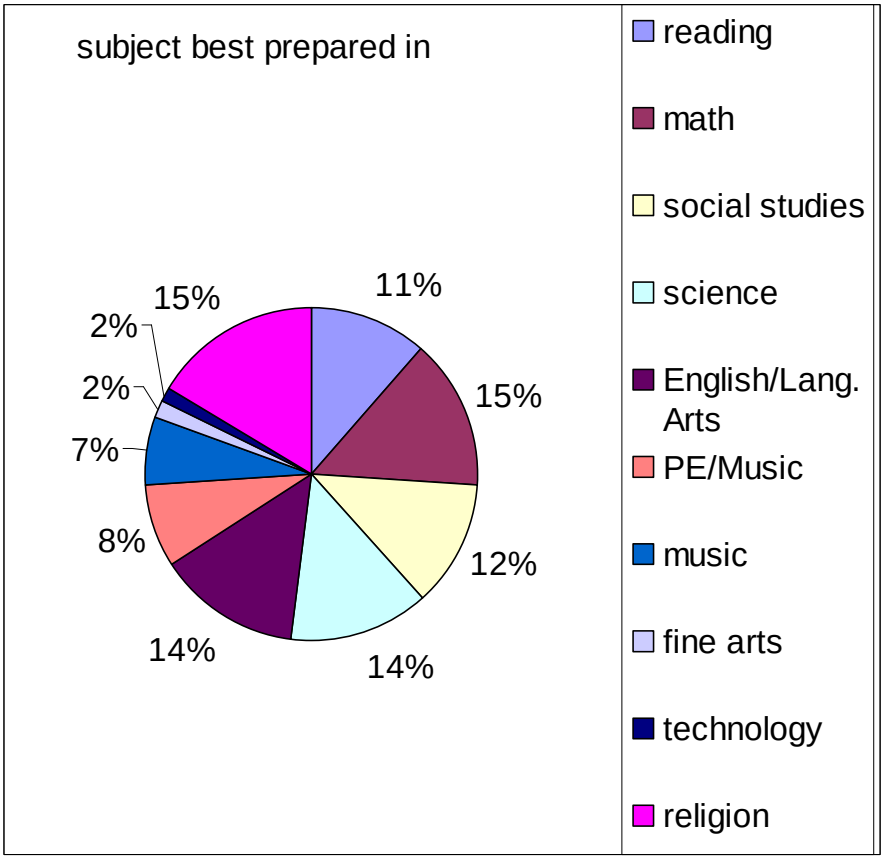
Students indicated that they did not have confidence in their technology abilities and many students indicated to have more music and fine arts.

See Appendix 1: Alumni Survey

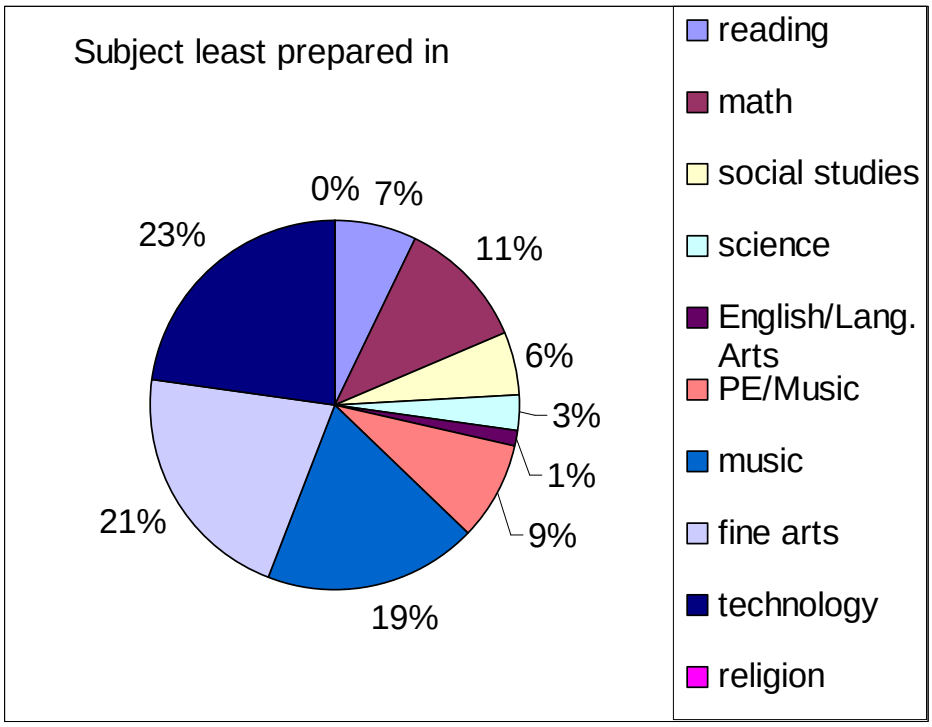
Presentation of Data: Follow-up of Former Students



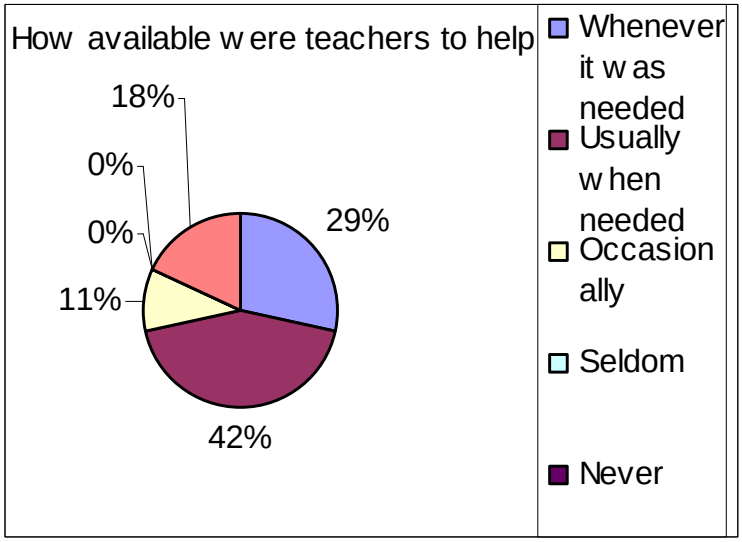
96% of former students surveyed were satisfied with the education they received at SJS.



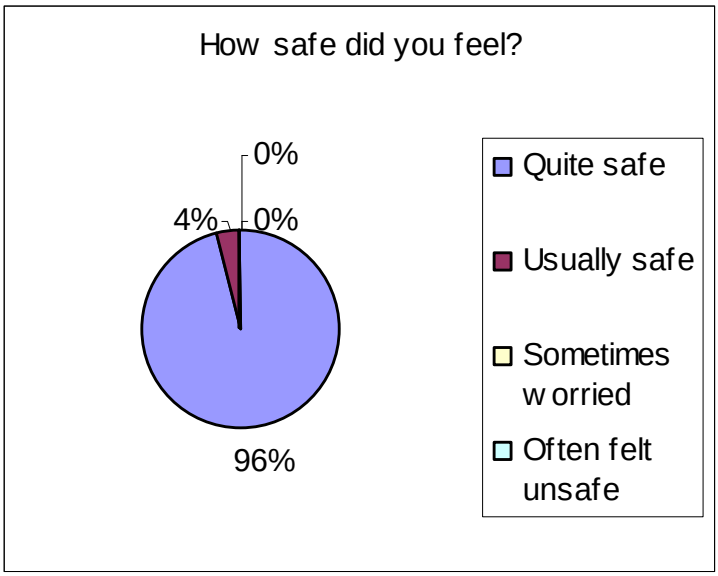
The subjects that former students felt they were most prepared in were: Religion, English/Lang. Arts, and Science.



The subjects that former students felt they were least prepared in were: Technology, Fine Arts, and Music.



42% of former students indicated that teachers were available for educational assistance usually when needed. 29% indicated that teachers were available whenever it was needed. No former students indicated that help was never or seldom available.



96% of former students indicated they felt safe at SJS. 4% indicated usually safe and no former students indicated they felt worried or unsafe at any time at SJS.

Implications for Action: Follow-Up of Former Students

Student Performance Goals

Areas identified by former students for possible student improvement could include:

1. Technology
2. Fine Arts

Non-Student Data

A possible restructuring of classes offered as SJS to respond to the middle school transition issue.

Other Data Needed

No implications

Clarifying Goals

We will survey the middle school/high school teachers on their perception of the needs of SJS students.

Interventions

No sub-groups were identified with this data.

Other Actions Needed

In-service opportunities are needed in the areas of technology. The technology plan needs to be reviewed and implemented.

Existing School Data: Student Data

Data Collection Instruments

We selected the following instruments to collect data regarding Student Data

Attendance Data

Student Improvement Plans

Analysis of Data

Attendance Data

The school used student attendance records as one means of collecting data. Several students continuously showed a record of poor attendance. The overall average for daily attendance was 96%. The missing 4%are the same students that continuously miss class.

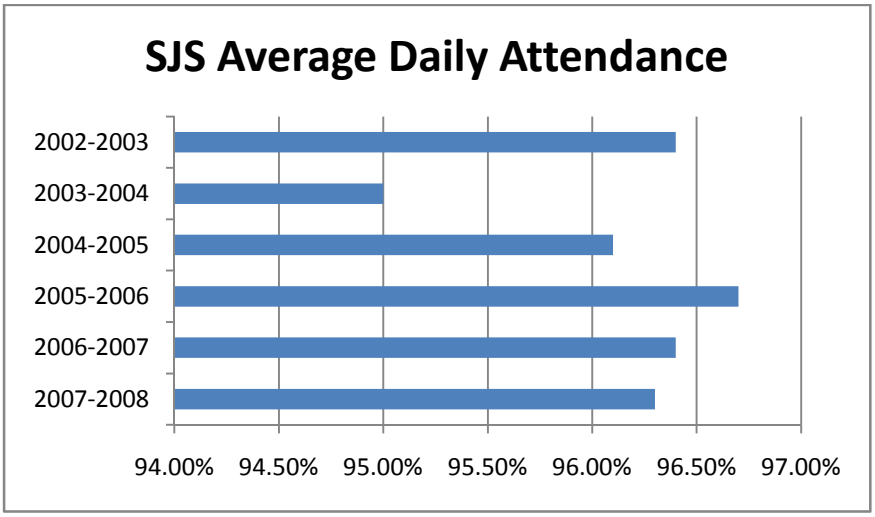
We concluded that the attendance data will not be a source for any goal in the improvement plan. We believe that findings should lead to other actions that may result in a change to system components.

Student Improvement Plans

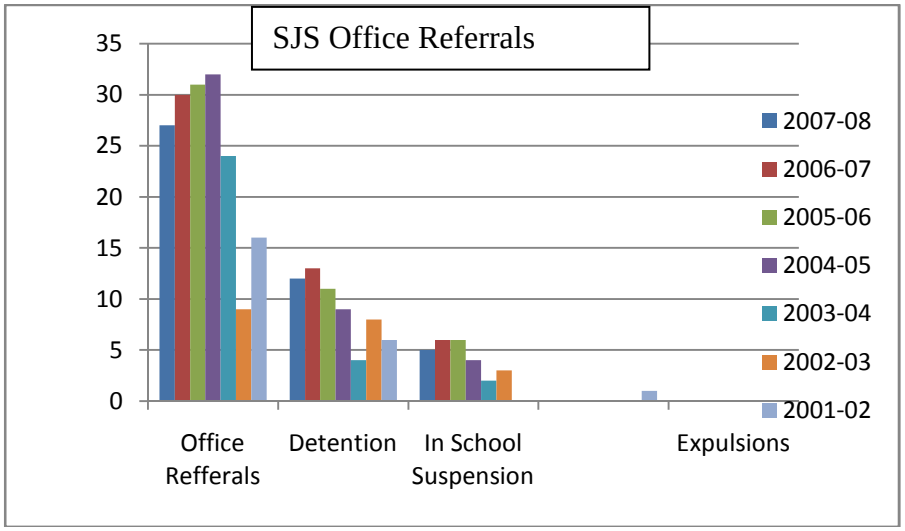
The Student Improvement Plans are a collective record of strategies implemented with students that struggle in specific content areas in school. It is our belief that tracking these students from year to year and maintaining their Student Improvement Plan will assist each teacher to better meet the needs of the students. Meting these needs should have a direct result in individual and group testing results.

Strategies included but not limited to: motivation strategies, environmental strategies, instructional methodology, discipline strategies, and gifted/talented strategies.

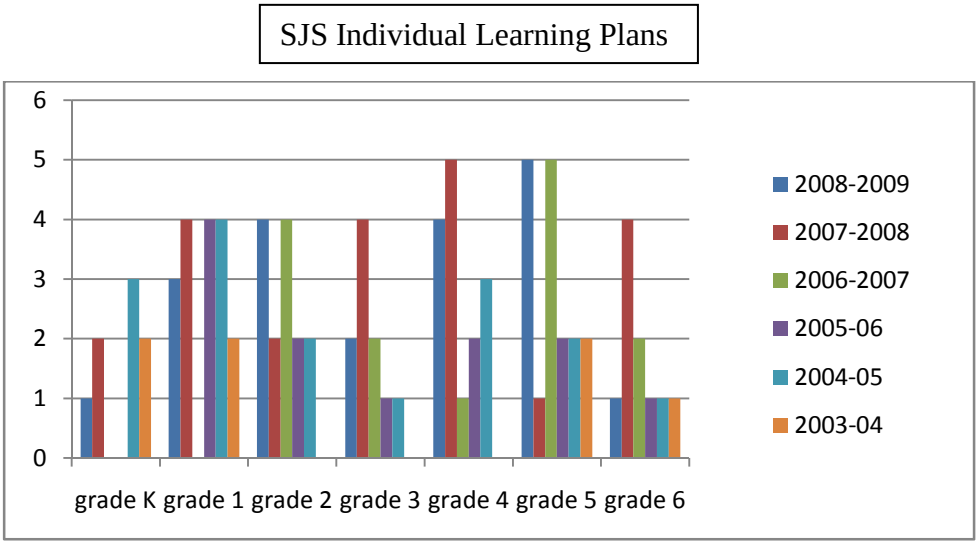
Presentation of Data: Student Data



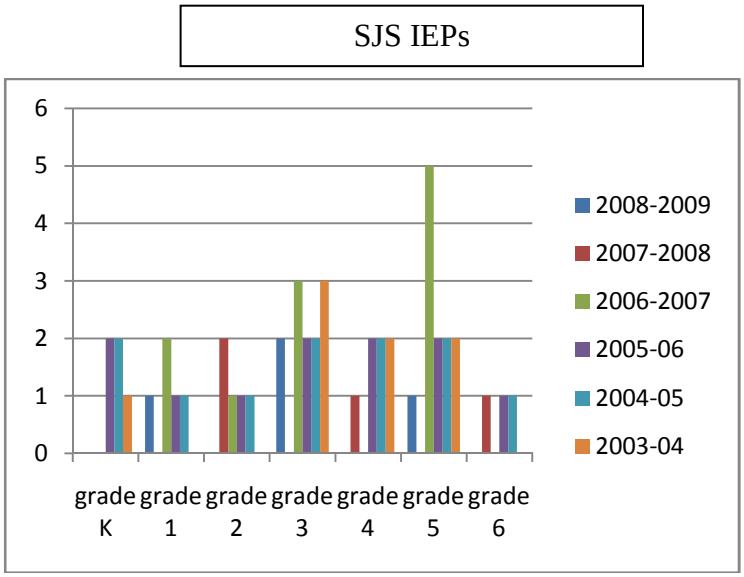
Average daily attendance was at a high in 2005-2006 at 96.7%. It took a dip in 2003-2004, but has maintained at above 96% since that time



Increased office referrals and in school suspensions have increased since 2002-2003 due to better record keeping. They were at a high in 2004-2005, but have been declining since due to increased teacher management of issues in the classroom and student familiarity of the demerit system.



The use of ILP's has increased since 2003-2004. Increase is ILP's are due to a renewed interest in meeting student needs and to improving state assessment scores.



More students were placed on individual education plans in the year 2004-05 than 2003-05. Grade 4 and 5 remained the same. In 2008-2009, one IEP is for learning and the rest are all speech/language.

Implications for Action: Student Data

Student Performance Goals

Potential student performance goals identified from the data include:

1. Attendance
2. Peer relationship skills
3. Student responsibility

Non-Student Data

The principal and teachers should further analyze student behavior records to identify common reasons for office referrals and in-school suspensions.

Other Data Needed

No implications

Clarifying Goals

Further analysis of the dropping average daily attendance to identify intervention strategies to improve attendance or possible subgroups of students missing school is needed.

Further analysis of teacher referrals and causes is needed.

Interventions

No sub-groups identified

Other Actions Needed

The student conduct code may need to be reviewed and revised. Perhaps too much effort is being dedicated to "minor" disciplinary infractions that could be eliminated.

Educating parents and students of the importance of school attendance should be addressed.

Existing School Data: Instructional Data

Data Collection Instruments

We selected the following instruments to collect data regarding Instructional Data:

ITBS grades 3-6/ITBS CoGAT grades 3 & 5
Kansas State Writing Assessment
Kansas State Math Assessment
Kansas State Reading Assessment
District CRT' in Math and Reading
Flynt Cooter-gr. K-2; 2004-05
DIBELS grades K-2; 2006-Present
MAP grades 3-6; 2007-Present

Analysis of Data

ITBS grades 3-6/ITBS CoGAT grades 3 & 5

The Iowa Test of Basic Skills, Form 6 (ITBS) is a test series designed to measure achievement of the basic skills commonly taught in schools throughout the nation. The subject areas measured are reading, language, spelling, mathematics, study skills, science, and social studies. Items for the ITBS are organized by content categories found in state and district curriculum guides, published textbooks and basal series, instructional programs, and criterion-referenced assessment instruments. It is given to grade levels 3-6. Beginning in the year 2005-06 the ITBS will be given only at grade 3 and 5.

The Iowa Test of Basic Skills was administered in the district at the 3rd, 4th, 5th, and 6th grade levels. Data from these tests indicate where our school building and student's scores compared to other students in the district and nation. ITBS tests will be given only to grades 3 and 5 beginning the year 2005-06. *(The ITBS test was discontinued in the fall of 2007. It was replaced by the MAP assessment.)*

SJS's scores for 2003-2004 were high overall. Grades 3rd, 4th, and 5th had higher scores compared to other students in the nation and our district. Grade 6 scored in the average range compared to the national averages and our district averages. The 6th grade lowest score was in reading. After analysis, the scores indicate a need top put an emphasis on math computation and reading comprehension.

The ITBS COGAT assessments are given at the 3rd and 5th grade to assist the school with identifying students with possible learning disabilities to recommend for further testing. This additional information allows teachers to tailor their instruction to meet the needs of all of the students in their class. (*The ITBS COGAT was discontinued in the fall of 2007.)*

Kansas State Writing Assessment

This component of the Kansas Assessment Program is based on the Six-Trait Analytical Model developed by the Northwest Regional Educational Laboratory in Portland, Oregon. Student writing samples are evaluated on six distinct traits: idea and content, organization, voice, word choice, sentence fluency and conventions.

The scale for the Six-Trait Analytical Model is as follows:
1-Beginning: Searching, exploring, and struggling: looking for a way to begin or a sense of purpose

2-Emerging: Moments that trigger the reader/writer's questions; stories, ideas buried within the text

3-Developing: Writer begins to take control, begins to shape ideas and gain definition and direction, coherence, momentum, and sense of purpose

4-Maturing: More control; writer has confidence to experiment

5-Strong: Writer is in control and skillfully shapes and directs the writing; there is evidence of fine-tuning

Kansas State Math Assessment

The State of Kansas, in an effort to address the evolving definition of quality instruction and to meet the needs of Kansas's students and educators, initiated a program of state assessments during the late 1980's. These assessments were the logical outgrowth of Kansas Board of Education's continuing development of curriculum standards of Kansas' schools and the national focus on the crisis of quality in American public education.

Their initial assessments, the Kansas Minimum Competency Test in Reading and Mathematics, provided Kansas parents and school a common basis for comparison of student achievement on "minimum competencies".

With the continued national emphasis on educational quality, the State began to develop assessments that aligned with emerging national and international standards. These assessments currently include Communications (Reading and Writing) and Mathematics, Science, and Social Studies. Each of these assessments is founded on current educational research, and is based on national and international standards developed by professional organizations including the National Council of Teachers of Mathematics, and the Association for Advancement of Science, the National Research Council, the Carnegie Foundation, etc.

The Kansas Math Assessment is currently given to grades three through six over a course of three testing periods. Each section of the test is in multiple- choice format and has questions from each of the Kansas Curriculum strands.

Due to our low number of students in each grade, our data is not disaggregated by gender, race or socio-economic status.

Kansas State Reading Assessment

Students in grades three through six are assessed on reading comprehension using a narrative (fictional) and an expository (nonfiction) passage. Because the focus of the Reading Assessment is comprehension, the importance of content is emphasized. Causal chain theory (mapping of cause/effect relationships in a story) and concept mapping for visual representation of the structure of the story are utilized to determine the importance of content for both the narrative and expository passages.

The Kansas State Reading Assessment is currently administered to students in grades three through six at SJS. We had 11 students take the reading assessment for the 2004-05 school years. 3 scored in the exemplary range and we had no students score in the unsatisfactory range.

District CRT's in Math and Reading

District CRT's are given to grades 3-6 to hold teachers and students accountable for learning the district curriculum outcomes and standards.

SJS students scored above average and higher than the district average in all grade levels and subject areas except for the 6th grade language arts. *(The district CRTs were discontinued in fall of 2007 with the introduction of the MAP assessments.)*

Measure of Academic Proficiency (MAP Assessment)

Beginning in the fall of 2007, MAP assessments were given in as a replacement to the ITBS tests. MAP assessments are designed to measure how well students are performing skills as compared to students across the nation.

MAP assessments are computerized, and students are given questions at an increasing level of difficulty as they give correct answers. Likewise, if a student gives an incorrect answer, the next question is adjusted to be at a lower level. This process continues through the completion of the test.

The assessment is given to grades three through six and is administered three times a year (fall, winter-beginning 2009 and spring). The assessment covers the areas of reading and math. Beginning in the fall of 2009, the assessment will be administered to grades two through six.

Comparing data from the MAP assessment for the growth years of fall 2007 through fall 2008, 97.3% of students met the proficient mark in reading. During the same growth period, 94.6% of students met the proficient mark in math.

Presentation of Date: Instructional Data

ITBS Composite scores Grades 3 & 5

	2003-2004	2004-2005	2005-2006	2006-2007
Grade 3	92	62	91	89
Grade 4	88	94	na	na
Grade 5	83	89	85	84
Grade 6	77	87	na	na

ITBS Composite Reading Scores Grades 3 & 5

	Grade 3	Grade 4	Grade 5	Grade 6
2003-04	85	81	84	66
Vocab.	86	80	86	65
Comp.	84	79	80	65
2004-05	54	92	76	85
Vocab.	46	86	73	91
Comp.	61	92	76	79
2005-06	87	na	82	na
Vocab.	79	na	80	na
Comp.	90	na	82	na
2006-07	83	na	74	na
Vocab.	78	na	80	na
Comp.	85	na	69	na

ITBS Composite math scores Grades 3 & 5

	Grade 3	Grade 4	Grade 5	Grade 6
2003-04	88	86	87	77
concepts	94	89	84	84
prob. Solv	84	85	83	73
comp.	74	79	87	73
2004-05	61	89	92	90
concepts	57	90	94	92
prob. Solv	59	87	90	81
comp.	63	82	79	88
2005-06	61	na	92	na
concepts	87	na	86	na
prob. Solv	81	na	88	na
comp.	80	na	84	na
2006-07	91	na	80	na
concepts	92	na	81	na
prob. Solv	89	na	82	na
comp.	80	na	67	na

Beginning in the year 2004-05 ITBS and CogAt assessments were given only to grades 3 and 5. Both tests were discontinued in the fall of 2007 with the adoption of the MAP assessment. According to our district assessment report, composite scores ranked at the exemplary level when compared to other district/diocese schools

Presentation of Date: Instructional Data

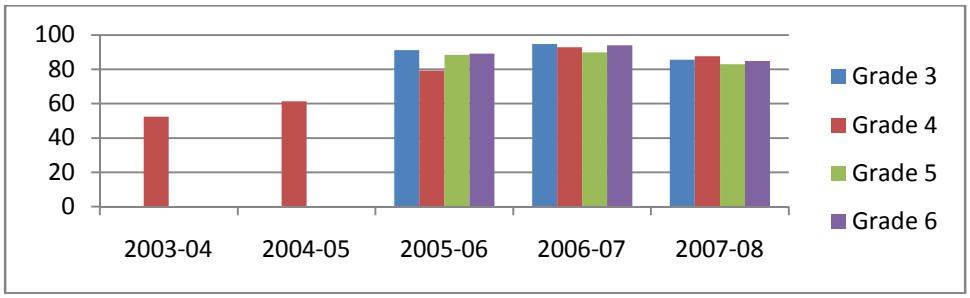
	ITBS Composite CogAt Scores Grades 3 & 5			
	2003-2004	2004 – 2005	2005 – 2006	2006-2007
Grade 3	92	62	91	88
Grade 5	83	89	85	71

	ITBS Composite Reading CogAt Scores Grades 3 & 5		
	Composite	Vocabulary	Comprehension
2003-04 Grade 3	85	86	84
2004-05 Grade 3	54	54	46
2005-06 Grade 3	87	79	90
2006-07 Grade 3	83	78	85
2003-04 Grade 5	84	86	80
2004-05 Grade 5	76	76	73
2005-06 Grade 5	82	80	82
2006-07 Grade 5	74	80	69

	ITBS Composite Math CogAt scores Grades 3 & 5			
	Composite	Concept	Probs/Data	Computation
2003-04 Grade 3	92	94	84	74
2004-05 Grade 3	61	61	57	59
2005-06 Grade 3	84	87	81	80
2006-07 Grade 3	91	92	89	80
2003-04 Grade 5	83	84	83	87
2004-05 Grade 5	92	92	94	90
2005-06 Grade 5	89	86	88	84
2006-07 Grade 5	80	81	82	67

Beginning in the year 2004-05 ITBS and CogAt assessments are given only to grades 3 and 5. All scores are above the national and district/diocese averages.

Kansas State Math Assessments



	Kansas State Math Assessment				
	2003-04	2004-05	2005-06	2006-07	2007-08
Grade 3			91.2	94.8	85.7
Grade 4	52.4	61.3	79.3	93.0	87.7
Grade 5			88.4	89.9	83.1
Grade 6			89.2	94.0	84.8

	Kansas State Math Assessment Grade 3				
	2003-04	2004-05	2005-06	2006-07	2007-08
Exemplary/Exemplary			6	12	3
Advanced/Exceeds Standard			1	4	5
Proficient/Meets Standard			3	0	5
Basic/Approaches Standard			0	0	1
Unsatisfactory/Academic Warning			0	0	0

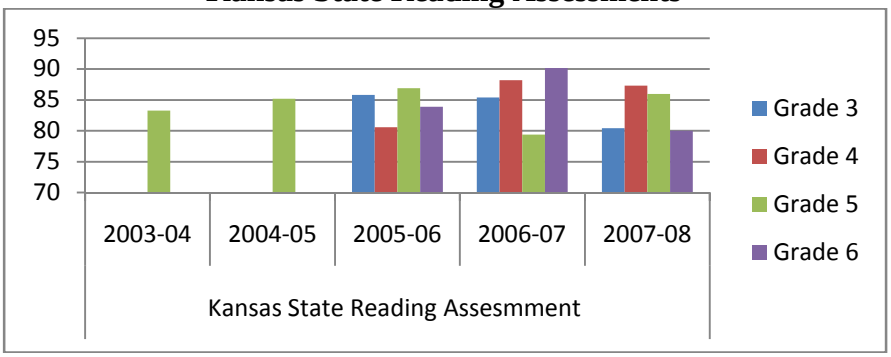
	Kansas State Math Assessment Grade 4				
	2003-04	2004-05	2005-06	2006-07	2007-08
Exemplary/Exemplary	3	0	3	8	10
Advanced/Exceeds Standard	4	4	1	0	3
Proficient/Meets Standard	2	1	4	1	2
Basic/Approaches Standard	3	1	1	0	0
Unsatisfactory/Academic Warning	0	0	0	0	0

	Kansas State Math Assessment Grade 5				
	2003-04	2004-05	2005-06	2006-07	2007-08
Exemplary/Exemplary			7	7	4
Advanced/Exceeds Standard			1	2	2
Proficient/Meets Standard			1	1	3
Basic/Approaches Standard			0	0	0
Unsatisfactory/Academic Warning			0	0	0

	Kansas State Math Assessment Grade 6				
	2003-04	2004-05	2005-06	2006-07	2007-08
Exemplary/Exemplary			9	5	4
Advanced/Exceeds Standard			0	2	3
Proficient/Meets Standard			2	0	1
Basic/Approaches Standard			0	0	1
Unsatisfactory/Academic Warning			0	0	0

In 2005-06 State math assessments were given to grave level 3, 4, 5, & 6.
SJS met the building-wide Standard of Excellence in math in 2005-06, 2006-07 and 2007-08.

Kansas State Reading Assessments



	Kansas State Reading Assessment		
	2003-04	2004-05	2005-06
Grade 3			85.8
Grade 4			80.6
Grade 5	83.3	85.2	86.9
Grade 6			83.9

	Kansas State Reading Assessment Grade 3				
	2003-04	2004-05	2005-06	2006-07	2007-08
Exemplary/Exemplary			4	8	3
Advanced/Exceeds Standard			4	6	5
Proficient/Meets Standard			2	1	5
Basic/Approaches Standard			0	1	1
Unsatisfactory/Academic Warning			0	0	0

	Kansas State Reading Assessment Grade 4				
	2003-04	2004-05	2005-06	2006-07	2007-08
Exemplary/Exemplary			2	4	10
Advanced/Exceeds Standard			3	4	3
Proficient/Meets Standard			4	1	2
Basic/Approaches Standard			0	0	0
Unsatisfactory/Academic Warning			0	0	0

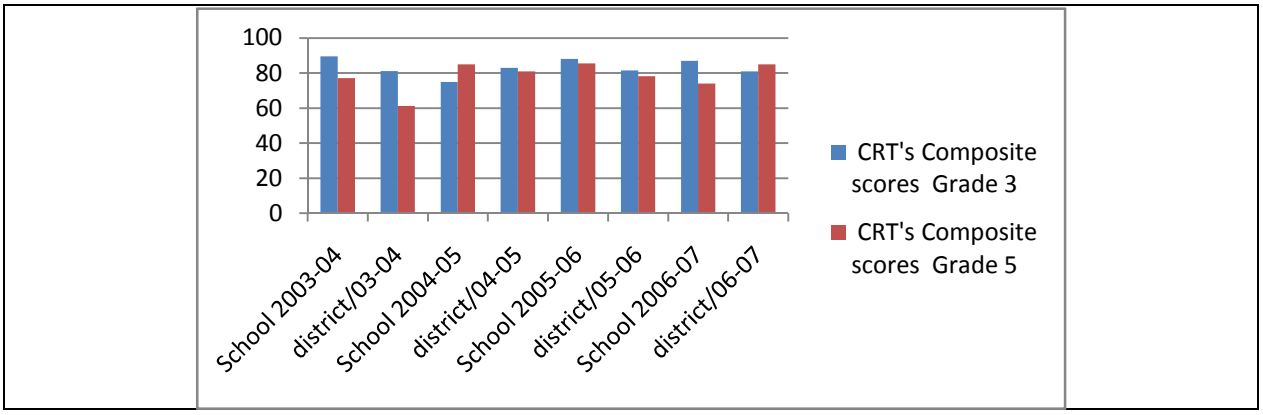
	Kansas State Reading Assessment Grade 5				
	2003-04	2004-05	2005-06	2006-07	2007-08
Exemplary/Exemplary		3	5	4	4
Advanced/Exceeds Standard		1	3	2	2
Proficient/Meets Standard		5	1	2	3
Basic/Approaches Standard		2	0	2	0
Unsatisfactory/Academic Warning		0	0	0	0

	Kansas State Reading Assessment Grade 6				
	2003-04	2004-05	2005-06	2006-07	2007-08
Exemplary/Exemplary			3	4	4
Advanced/Exceeds Standard			5	1	3
Proficient/Meets Standard			3	1	1
Basic/Approaches Standard			0	0	1
Unsatisfactory/Academic Warning			0	0	0

Starting in 2005-06 State math assessments were given to grade level 3, 4, 5, & 6. SJS met the building-wide Standard of Excellence in reading in 2005-06, 2006-07 and 2007-08.

In 2006, SJS was one of 44 elementary schools in the state of Kansas to receive the Governor's Award for School Excellence.

District CRT's



CRT's Composite scores Grades 3 & 5		
	Grade 3	Grade 5
School 2003-04	89.5	77.2
District/03/04	81.2	61.2
School 2004-05	75	85
District/04-05	83	81
School 2005-06	88.2	85.5
District/05-06	81.5	78.2
School 2006-07	87	74
District/06-07	81	85

	CRT's Composite Language Arts Scores Grades 3-5							
	Reading	Sentences	Usage	Mechanics	Literature	Study Skills	SJS Total	District Total
2003-04 Grade 3	100	83	91	98	79	90	91	84
2004-05 Grade 3	64	62	80	68	73	82	72	84
2005-06 Grade 3	94	87	96	88	80	93	90	83
2006-07 Grade 3	93	82	86	85	78	94	86	80
2003-04 Grade 5	88	83	92	96	85	88	89	88
2004-05 Grade 5	86	95	87	93	88	93	90	87
2005-06 Grade 5	93	92	94	91	94	98	93	86
2006-07 Grade 5	70	75	70	75	75	80	74	85

CRT's Composite Math Scores Grades 3 & 5						
	Computation	Algebra	Geometry	Data	SJS Total	District Total
2003-04 Grade 3	90	93	94	90	92	80
2004-05 Grade 3	74	83	72	82	78	83
2005-06 Grade 3	80	88	92	83	86	82
2006-07 Grade 3	83	91	86	93	88	80
2003-04 Grade 5	79	90	85	82	83	81
2004-05 Grade 5	88	85	88	92	88	83
2005-06 Grade 5	91	93	85	98	92	81
2006-07 Grade 5	75	82	82	73	78	82

Implications for Action: Instructional Data

Student Performance Goals

Areas identified by this data for student performance goals could include:

1. Reading (comprehension)
2. Math (computation, number sense and problem solving)
3. Writing

Non-Student Data

The curriculum should be analyzed to determine if the assessments are valid measures of the skills taught at all grade levels. Alignment of the curriculum with the assessments may need to be addressed. SJS plans to adopt a new math series to better equip our teachers and students for the assessments.

Grade 3 had 2 long term substitute teachers due to both 3rd grade teachers on maternity leave. This may be one implication for the lower test scores in grade 3.

Other Data Needed

Building assessments and text book assessments need to be analyzed for alignments with standards and district outcomes.

Clarifying Goals

The individual results of the ITBS and the District CRT's will be further analyzed. Such analysis could identify specific skills lacking in the curriculum and/or specific sub-groups of students that may need additional interventions to succeed.

The Kansas State Assessments need to be analyzed by standards to have a better understanding of which standards are not being adequately covered in classroom instruction.

Interventions

No sub-groups were identified with this data due to small class numbers.

Other Actions Needed

In-service opportunities may need to be planned for all staff members that would address state reading and math standards.

Existing School Data: Community Data

Data Collection Instruments
We selected the following instruments to collect data regarding Community Data:

School Advisory Council Minutes
Home and School Council Minutes
Enrollment History

Analysis of Data

School Advisory Council Minutes
The school advisory committee is composed of 8 members. The Council is made of staff members, community leaders, and parents. The committee meets one time a month to discuss school issues. The School Advisory Council serves in an advisory capacity to the pastor and the principal. In conformity with Church law and the policies of the Diocese of Wichita Catholic Schools, the Council assists in planning and evaluating school policies and programs, especially relating to strategic planning. SJS School Council meets monthly to discuss various issues related to school improvement and goal setting.

Meetings are documented and logged in the form of minutes. These minutes are placed in a notebook for future reference. Minutes are also placed on the school web page to keep the SJS community informed of school happenings. The committee has most recently been discussing the importance of school space and additions to accommodate technology, fine arts and a larger library area. A capitol campaign has been conducted and construction will start in summer of 2009 for addition of these spaces, as well as 3 classrooms and commons area.

Home and school Council Minutes
The object of this organization is to act as the official parish organization in the promotion of Parent-Teacher activities at the school. It unites the parents and teachers of St. Joseph School for the purpose of coordinating the spiritual and educational forces of the home, school, and community in a program of Catholic Child training; offering, through planned programs, information of particular interest to parents; encouraging the maintenance of high standards of family and community; and creating a greater appreciation of Catholic Education.

The SJS Home and School Association supports and encourages many activities to benefit students. Parents volunteer as teacher's aides, coaches, drivers for field trips and in various roles in the many fundraising activities, which they sponsor. The Home and School Association welcomes and strongly encourages parents to attend the Home and

School meetings. Meetings help keep parents informed about upcoming events in the school. Meetings are documented and logged in the form of minutes. The minutes are placed in a notebook for future reference. Minutes and Agendas are also placed on the school website.

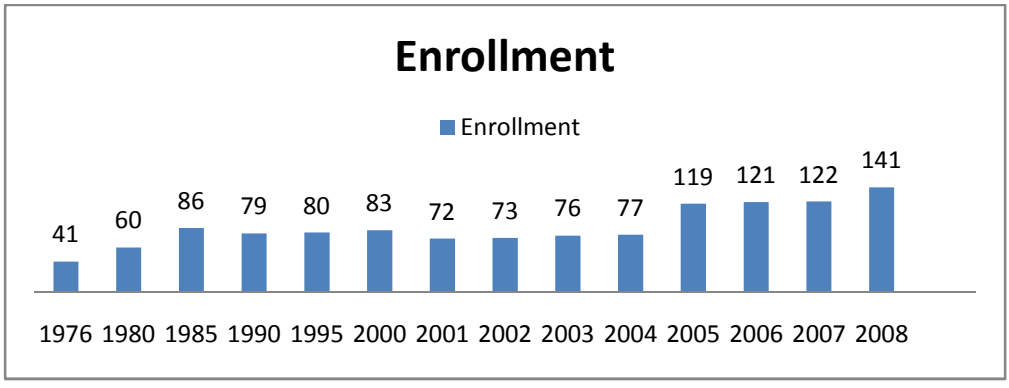
The Home and School Association recently helped purchase a new music curriculum. According to the minutes they are working towards ideas for building expansion to encourage growth in enrollment, fine arts, and technology. They are currently earning money for a new playground that will be needed after the building construction is complete.

Enrollment History

In an effort to encourage student growth enrollment history is documented and filed from year to year. In the spring of 2002 through dedicated efforts of many parents to promote our school, our Pre-school/Pre-kindergarten enrollment increased by 55% from the previous year. This growth will help increase the number in future grades as the school grows in population.

St. Joseph has offered a Catholic education in the city of McPherson since 1955. The current facility was completed in 1991. There are eight classrooms serving students from Pre-School to Grade Six.

Presentation of Data: Community Data



SJS has experienced a steady increase in enrollment since 1976.

Implications for Action: Community Data

Student Performance Goals

Potential student performance goal areas identified form the data include:

1. Technology
2. 2. Fine arts/Music

Non-Student Data

No implications

Other Data Needed

No implications

Clarifying Goals

No implications

Interventions

No sub-groups were identified from the data.

Other Actions Needed

Community and teacher in-services in the areas of technology are needed. School council and staff need to address our fine arts needs.

Summary

In 2004 our profile committee spent the three months collecting, analyzing, and preparing data for presentation. We used test data, surveys, meeting minutes, and group discussions to make our decisions. We considered the data to be our primary guide in making decisions, and tried to keep personal preference and opinion out of our final decisions.

We believe we have examined our school in terms of what is currently taking place in teaching and learning by examining the current status of our students' performance, we tried to focus on data that would help us select appropriate goal areas. We recognize there are other goal areas we could have selected based on the data, but considering our state standards, district outcomes and testing, we believe we have made the correct selection.

Our class sizes are too small and homogenous to do much desegregation. We discovered a need to collect more identity data on assessments in order to allow us to disaggregate additional data sources. We gained much valuable information from our former students. The profiling process gave us a clearer picture of our starting point and is the document we will now use along with assessment data as a guide as we develop our school improvement plan.

Following this summary is our analysis and triangulation of data, along with currently selected goals targeted for improvement.

Appendix 1: SJS Alumni Survey

St. Joseph Catholic School

"Formation of the total person in the Image of Jesus Christ"

520 E. Northview
McPherson, Ks 67460

SJS Alumni survey

Please check which applies to you.

_____Middle School Student _____High School Student

We are in the process of surveying promoted students from SJS and hope that you will help us by taking a few minutes to complete the following questionnaire. The purpose of the survey is to determine how you feel the education you received has helped you prepare for the world of work and /or continuing on with your education. The answers will be held in confidence with only group totals being used for the purpose of program and curriculum evaluation. If a question does not apply to your situation, please indicate on the survey.

Please circle your choice on the questions with multiple answer options.

1. In general, I have been satisfied with the education I received at St. Joseph School?

   _____YES _____NO

2. What kind of grade would you give the school for its total educational program that you received? Please Circle:

   A B C D F

3. The area or areas I felt BEST prepared in by SJS were: Please Circle:
   - A. Reading
   - B. Math
   - C. Social Studies
   - D. Science
   - E. English/Language Arts
   - F. PE/Health
   - G. Music
   - H. Fine Arts
   - I. Technology
   - J. Religion

3. Based on your answer(s) in question #3, what specific classes were most beneficial?

4. The area or areas I felt LEAST prepared in by SJS were: Please Circle:

A. Reading
B. Math
C. Social Studies
D. Science
E. English/Language Arts
F. PE/Health
G. Music
H. Fine Arts
I. Technology
J. Religion

5. Based upon answers in question # 4, what specific classes were LEAST beneficial?

6. What skills did you discover you needed, that SJS could have provided better?

7. How available and willing were teachers to give you help on studies outside regular classes? Please Circle:

A. Whenever it was needed
B. Usually when needed
C. Occasionally
D. Seldom
E. Never
F. I never asked for help

8. How safe did you feel within the school? Please Circle:

A. Quite safe, no problems
B. Usually I felt safe
C. Sometimes I felt a little worried about my safety
D. Often I felt unsafe

9. List suggestions or comments you may have regarding how SJS can meet the needs of the students to help them succeed in school.

10. What are your education plans for the future? Please Circle:

A. To attend 4-year college or university
B. To attend a junior or community college
C. To attend a post-secondary school, such as business college or technical institute
D. To continue education but undecided at this time on type of school
E. To enter an apprentice program
F. To join one of the military services
G. To stop formal education upon graduation
H. Undecided about further education
I. Other (specify)_____

11. The ability to use technology is an increasingly necessary skill. Rate the need for such skills within your education and your own personal ability to use technology (particularly computers). Please Circle:

Personal Skills
A. Highly skilled
B. Somewhat skilled
C. Enough to get by
D. No skills in this area

You need these skills in your education
A. Very necessary
B. Somewhat necessary
C. Rarely needed
D. Not needed at all

12. How well do feel SJS prepared you in the area of technology? Please Circle:

A. I had the technology I needed from SJS
B. I had some technology but needed more from SJS
C. I had no technology background from SJS

Thank you for completing the survey. If you have any further comments that you wish to share please include them on a separate sheet of paper or on the back of this survey. Please return the survey to St. Joseph School, 520 E Northview, McPherson, KS 67460

Appendix 2: Triangulation of Data

SJS chose the following as Student Performance Goal #1:

All students will show improvement in the area of mathematical critical thinking skills and computations skills.

SJS chose this goal based on the following data from the following sources:

ITBS Test Results grades 3-6 (grades 3 & 5 beginning 2005-06)
Kansas State math Assessment grade 4 (grades 3-6 beginning 2005-06 year)
District CRT's in Math

Grades 3-6 consecutively scored lower in math computation on the ITBS and district CRT's. This lower score brought down their composite score. SJS decreased its students form 3 students to 0 scoring at the exemplary level. SJS has never reached the Building Level of Standard of Excellence in mathematics.

SJS chose the following as Student Performance Goal #2:

All students will improve the amount of reading they engage in and their level of reading comprehension.

SJS chose this goal based on the following data from the following sources:

ITBS Test Results for grades 3-6 (grades 3 & 5 beginning 2005-06 year)
Kansas State Reading Assessment Grade 5 (grades 3-6 beginning 2005-06)
District CRT's in Reading (grades 3 & 5 beginning 2005-06 year)

The Kansas State reading assessment for grade 5 listed 5 of the 12 students at the proficient level. Although the composite scores may look satisfactory, SJS has not reached Building Standard of Excellence in reading since 2002. The ITBS and district CRT's demonstrated a dip in the reading comprehension scores compared to other reading scores. It appears that students lack the skills to read successfully and most of them don't practice or use the skills they do have outside of the academic setting.

Goals Analysis

Math

When reviewing the low indicators on the state math assessment for 2005-2006 for SJS there is a common theme of a low area in measurement for all grade levels. Our goal of improving mathematical critical thinking skills along with our strategy to use math models will help our students gain a better understanding of measurement by using the models to help them conceptualize the skills needed in this area.

Using cognitively guided instruction along with our newly selected math program "Everyday Mathematics" SJS students will become form familiar with mathematical thinking strategies and vocabulary to assist them with dealing with the math vocabulary while working with the remaining low indicators.

Grade	Lowest Indicator	2nd Lowest	3rd Lowest
3rd	M.3.3.2.A1-83.8% Solves real-world problems by applying appropriate measurements. (length, days in a week)	M.3.3.2.K2-87.5% Reads and tells time to the minute using analog and digital clocks.	M.3.4.1.K2-88% Lists some of the possible outcomes of a simple event in an experiment or simulation including the use of concrete objects.
4th	M.4.4.2.A2-60% Uses these statistical measures of a data set using whole numbers from 0 through 1,000 with less than ten whole number data points to make reasonable inferences and predictions, answer questions, and make decisions (minimum and maximum values, range mode, median when the data set has odd number of data pints, mean when the data set has a whole number mean.	M.4.1.4.A1-76.2% Solves one -& two-step real-world problems with one or two operations using these computational procedures.	M.4.3.2.A2-81.7% Estimates to check whether or not measurements and calculations for length, width, weight, volume, temperature, time, and perimeter in real-world problems are reasonable
5th	M.5.3.2.A1-71% Solves real-world problems by applying appropriate measurements and measurement formulas.	M.5.1.3.A4-75% Determines if a real-world problem calls for an exact or approximate answer using whole numbers from 0-1000,000 & performs the appropriate computation using various computational methods including mental math, paper and pencils, concrete materials, and appropriate technology.	M.5.3.2.K4-80% Converts-(inches & feet, feet & yards, inches & yards, cups & pints, pints & quarts, quarts & gallons, pounds & ounces
6th	M.6.1.1.K4-81.7% Know and explains numerical relationships between percents, decimals, and fraction s between 0 & 1	M.6.1.3.A2-81.7% Estimates to check whether or not be the result of a real-world problem using rational numbers and/or the irrational number pi is reasonable and makes predictions based on the information	M.6.4.1.K- 84.6% Identifies, describes, and performs one or two transformations (reflection, rotation, translation) on a two dimensional figure

Reading

SJS's goal in reading is to improve the amount of reading students engage in and their level of reading comprehension. When looking at the indicators it appears that St. Joseph Student's comprehension is improving however, a common low indicator for all grades is that of identifying text structures.

The SJS school improvement plan includes K-2 developing a strong phonological awareness. An activity to implement this intervention is to use the Saxon Phonics Program in grades K-2. This program gives extra skill practice in affixes and suffixes and cause in effect at an early age. Along with upper grade reinforcement of these skills the students at SJS will become more efficient at text structure on future assessments.

Grade	Lowest Indicator	2nd Lowest	3rd Lowest
3rd	R.3.1.46-70% Identifies text structure (sequence, problem-solutions, comparison-contrast, description, cause-effect).	R.3.1.4.10-77.5% Retells main ideas or events as well as supporting details in narrative and expository texts.	R.3.1.4.9-79.9% Links causes and effects inappropriate-level narrative and expository texts.
4th	R.4.1.4.6-61% Identifies text structure (sequence, problem-solutions, comparison-contrast, description, cause-effect).	R.4.1.410-74.3% Identifies the topic, main idea(s), and supporting details in appropriate-level	R.4.14.11-77.1% Identifies the author's purpose (to persuade, to entertain, to inform)
5th	R.5.1.4.6-64.8% Identifies text structure (sequence, problem-solutions, comparison-contrast, description, cause-effect).	R.5.1.4.11-69.4% Identifies the author's purpose (to persuade, to entertain, to inform)	R.5.2.1.3-72.2% Identifies and describes the major conflict in a story and major events related to the conflict (problem or conflict, climax, resolution)
6th	R.6.1.3.5-66.7% Identifies and determines the meaning of figurative language, including similes, metaphors, analogies, hyperbole, onomatopoeia, personification, and idioms.	R.6.1.3.4-68.8% Determines meaning of words through knowledge of word structure (root words, prefixes, suffixes).	R.6.2.1.3-69.4% Identifies major and minor events related to the conflict in a story (problem or conflict, climax, resolution) and explains how one event gives rise to another.