

PART I - ELIGIBILITY CERTIFICATION

11PV164

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

11PV164

All data are the most recent year available.

DISTRICT

Questions 1 and 2 are for Public Schools only.

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban with characteristics typical of an urban area

4. Number of years the principal has been in her/his position at this school: 3

5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	19	24	43		6	22	18	40
K	27	23	50		7	23	27	50
1	24	21	45		8	18	16	34
2	20	23	43		9	0	0	0
3	32	17	49		10	0	0	0
4	25	20	45		11	0	0	0
5	19	25	44		12	0	0	0
Total in Applying School:								443

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
6 % Asian
1 % Black or African American
8 % Hispanic or Latino
1 % Native Hawaiian or Other Pacific Islander
83 % White
1 % Two or more races
100 % Total

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

7. Student turnover, or mobility rate, during the 2009-2010 school year: 1%

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

(1)	Number of students who transferred <i>to</i> the school after October 1, 2009 until the end of the school year.	1
(2)	Number of students who transferred <i>from</i> the school after October 1, 2009 until the end of the school year.	4
(3)	Total of all transferred students [sum of rows (1) and (2)].	5
(4)	Total number of students in the school as of October 1, 2009	457
(5)	Total transferred students in row (3) divided by total students in row (4).	0.01
(6)	Amount in row (5) multiplied by 100.	1

8. Percent limited English proficient students in the school: 3%

Total number of limited English proficient students in the school: 12

Number of languages represented, not including English: 2

Specify languages:

Polish, Bulgarian

9. Percent of students eligible for free/reduced-priced meals: 1%
 Total number of students who qualify: 5

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

Explanation: This data is determined by financial reports generated by Private School Aide Services, who analyzes and verifies MSW family information for financial assistance awards. This data was compared to the USDA Qualifying Guidelines for eligibility for the Free and Reduced Lunch Program.

10. Percent of students receiving special education services: 12%
 Total number of students served: 54

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>2</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>8</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>18</u> Specific Learning Disability
<u>6</u> Emotional Disturbance	<u>18</u> Speech or Language Impairment
<u>2</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>20</u>	<u>2</u>
Special resource teachers/specialists	<u>4</u>	<u>7</u>
Paraprofessionals	<u>1</u>	<u>1</u>
Support staff	<u>3</u>	<u>4</u>
Total number	<u>30</u>	<u>14</u>

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

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	96%	97%	97%	97%	96%
Daily teacher attendance	98%	97%	98%	97%	97%
Teacher turnover rate	14%	4%	12%	4%	13%
High school graduation rate	0%	0%	0%	0%	0%

If these data are not available, explain and provide reasonable estimates.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
Total	_____ 0%

Mary, Seat of Wisdom School (hereafter referred to as “MSW”) has served the Park Ridge, Illinois community for over 50 years. Knowing that all students learn best when they feel secure, MSW teachers, administrators and parents work closely together to provide a safe and nurturing learning environment with a strong Catholic identity. Our mission, “to empower our students with the knowledge, values, and skills which will enable them to become active participants and effective leaders in both the church and world community,” serves as the touchstone for everything we do. At its core, the development of the whole child includes the fostering of faith, and goes beyond a basic religion curriculum. Instruction includes a rich sacramental program with discussion of theological doctrine and experiences designed to encourage students to follow Christ as a way of life.

The MSW community has a strong social consciousness and works to raise students’ awareness of the needs of others in the broader world community. MSW students are from middle to upper middle class households from both suburban and city communities. MSW teaches children that with blessings come responsibilities, and each year the Catholic Identity theme puts an emphasis on social outreach to the poor in the surrounding communities, the nation, and the world. This year’s all-school service learning project, H2O for Life, provides MSW students with a global vision as they connect with a partner school in Africa, to raise funds which will provide a clean water source for that school.

MSW offers students the best of both worlds: an education steeped in over fifty years of tradition, as well as the advantages of recent advances in technology and curricular innovation. Recent changes have brought facility expansion and improvements that include a second gym, a stage, and updated computer and science labs. Program additions include a three and four year old pre-school program, an all-day kindergarten program, an extended day care program, and a hot lunch program. Recent curricular highlights include in-house services for students with special needs (resource, speech, and social), Spanish taught in all grades, media, and technology classes. MSW integrates new technologies, not only in the classroom with the recent addition of Promethean Boards, Smart Tables, and a mobile lap top lab, but also through its school website, online grades, and e-mail communication.

MSW’s academic program is extended through a wide variety of extracurricular activities, which include Student Council, yearbook, athletics, academic bowls, performing arts, and robotic activities. Over one hundred-fifty MSW students participate in the student service organization, Kids Who Care. Traditional annual events include the fourth grade production of *The Nutcracker*, a Grandparents Day celebration, a Veterans Day assembly, Red Ribbon Week, junior high trips to Springfield, Illinois and Washington, D. C., the fifth grade Wax Museum, junior high dances, an all school Talent Show and Spirit Week activities.

Activities which enhance MSW’s Catholic Identity mission include participation in Catholic Schools Week, the third grade All Saints Day celebration, the first grade Nativity re-enactment, the eighth grade production of the Living Stations of the Cross, and May crowning. Monthly all-school Catholic Identity assemblies provide meaning and explanation of the various service learning activities of the school.

The focus on mission, lived out through a community of engaged teachers, students, and parents in a resource-rich environment, has established a vibrant, vital learning community in a state-of-the-art facility. Parental involvement, through a strong Family School Association (FSA) provides over two hundred active school volunteers. The FSA also plan activities for the school families, students, and faculty that add to the spirit of the community. Financial donations of the wider parish membership allow for the parish to contribute thirteen percent of the cost of each child’s education.

MSW is looking ahead to changing school demographics due to an aging area population, the necessity of increased financial assistance, and an increasingly diverse student body. The Board of Specified

Jurisdiction has initiated a long- range plan for the school, including academic and financial forecasts. Marketing efforts are being expanded to attract students from an expanded area. This year's financial assistance rose 10% to \$73,000 in awards. The faculty is academically preparing for a change in student population due to increased English Language Learners, up from 2% to 20% of the current kindergarten class.

Students are proud of MSW, creating a connection that lasts beyond high school and college. Multiple generations of families who have attended MSW and five alumni presently on faculty attest to the strong tradition. Seven MSW staff members currently send their own children to the school. At MSW, a strong mission and a strong tradition combined with a faculty and administration committed to academic excellence and innovation, have created a rich, nurturing learning experience in which students thrive spiritually, academically, and socially.

1. Assessment Results:

MSW annually administers the Terra Nova test to students in grades three, five, and seven as required by the Archdiocese of Chicago. CTB McGraw Hill Terra Nova, Third Edition is a standardized achievement test designed to provide achievement scores that are helpful for our educational decision making process at MSW in the areas of program effectiveness, class grouping, needs assessment, and placement in special programs.

Follow up measures to the Terra Nova have helped MSW boost test scores and improve student performance. The inferences from test results include measurement of achievement of individual students relative to a current nationwide normative group and relative program effectiveness based on the results of groups of students. Progress at MSW is tracked over years and grades. The results are also used to analyze the strengths and weaknesses of a student's achievement in each content area, to plan for further instruction, to plan for curriculum development, and to report progress to parents.

The Council of American Private Education (CAPE) provides equivalencies of nationally normed tests at <http://www.capenet.org/brs.html>. While MSW Terra Nova test scores have been consistently high for the past five years, MSW had qualified in 2009 for Blue Ribbon application with scores above the 90th percentile reading and math in all grades tested, with the exception of seventh grade reading. MSW administrators and teachers were very pleased in 2010 that the reading and math scores in all grades tested were above the 90th percentile. Therefore, they are also well above the 85th percentile in reading and math at all grades tested as currently required for the Blue Ribbon Award.

The mean norm curve equivalent results (MNCE) of the Terra Nova in all grades tested are above the national mean norm equivalent of the normative sample in all areas of reading and math. These results routinely place our school in the top 10% of schools nationwide.

Terra Nova reading test measures student achievement related to objectives in basic understanding, analyzing text, evaluating meaning and identifying and applying reading strategies.

Terra Nova math test measures student achievement as it relates to numbers and numerical relations, computation and estimation, measurement, geometry and spatial sense, algebra, data statistics and probability, patterns, problem solving, reasoning and communication. More information about the Terra Nova can be obtained by contacting www.ctb.com.

A significant area of the Terra Nova scores that the administration and teachers examine to improve and maintain high performance is the Performance on Objectives section. Terra Nova lists twenty-four to twenty-six objectives for the tests, depending on grade level. The Terra Nova test report gives an index of performance for each skill measured on the test. MSW was above the national average for every objective at each grade level tested. This measure is useful in determining if individual students, as well as the overall school curricula, is on target with national objectives. The scope and sequence of the MSW curriculum is also aligned with Terra Nova so students will have studied grade level objectives prior to the test.

Every fall the 7th and 8th graders take the NWEA Measure of Academic Progress (MAP) test. This computer-generated test is uniquely created for each student based on how he or she responds to the questions. If a student responds correctly, the next question will be more difficult, and if a student responds incorrectly, it will be less difficult. The results of this test help MSW teachers and administrators understand what our students know and are ready to learn. MSW students scored above the

90th percentile on the MAP test in reading and math. This test is also is a tool of measurement for our district high schools to place students in classes appropriate to their ability.

One of MSW's goals is to prepare our students for high school. MSW consistently receives feedback from local public and private high schools that MSW students are well prepared for the high school curricula. MSW receives regular reports from these high schools of alumni who are recognized for their successes.

In 2010, MSW used its portion of the Federal Stimulus funds to enhance the school's two Resource Rooms. One Resource Room is dedicated to students in grades kindergarten through grade three. The other is for students in grades four through eight. The school purchased two Smart Tables, a Promethean Board, and six computers for the Resource Rooms. MSW also purchased a subscription to Study Island, which enables struggling students to work on needed skills with the resource teacher, as well as independently at home.

Professional development and curriculum work is ongoing at MSW. The efforts of MSW administration and teachers have had a positive impact on teacher morale, improved utilization of current and effective teaching strategies, and improved student learning. Test results will be consistently monitored to insure continued academic success for MSW students.

2. Using Assessment Results:

During the past three years MSW faculty has worked to maintain its excellent levels of achievement in reading and mathematics. In 2009, while all Terra Nova scores were excellent, seventh grade reading was just below the 90th percentile. MSW School wanted to meet the 90th percentile benchmark in all grades tested. Ongoing Curriculum Committees have thoroughly examined MSW curricula in math, reading, English, science and social studies. The process for each committee includes completing yearlong plans for each subject at each grade level. These plans are then measured against the State of Illinois and Archdiocese of Chicago curricula standards, and necessary adjustments made. Finally, the teachers map their lessons to insure that standards are met in the classroom. This focus on curricula has had a powerful effect on teaching and learning at MSW School. Terra Nova scores have been useful in determining if the school is successful in showing improvement and maintaining high achievement. In 2010, MSW met the 90th percentile benchmark in reading and math in all grades tested.

When planning curriculum needs for the students, the administration and teachers examine the Performance on Objectives (OPI) section of the Terra Nova. Teachers meet semi-annually in vertical grade level teams and use these scores as one measure to determine student strengths and weaknesses for the upcoming class. Individual OPI reports help identify students who are in need of additional help on specific skills, as well as academically talented students who are ready for more challenge.

Terra Nova test results are part of the criteria for determining qualifying students for the Accelerated Math program at MSW. This program begins in fourth grade, and placement is based on third grade Terra Nova tests, report card grades, and teacher recommendation. These criteria are used to evaluate student performance as they continue through the program until eighth grade. Students who are successful in this program take algebra in eighth grade. 100% of the students in the last three years who placed in algebra at MSW have been placed in accelerated high school programs.

Standardized test scores provide useful data to use in conjunction with other assessment tools to determine both individual student and school-wide success. They are a piece of the puzzle, and when used with formative classroom assessments and teacher observations, help give a complete picture of student and school academic success.

3. Communicating Assessment Results:

Student performance and assessment is communicated to parents, students, and the community consistently and effectively at MSW School. Teachers post newsletters on the school website weekly. PowerSchool is regularly updated to keep parents informed. Student performance is also communicated twice a year through parent-teacher-student conferences following report cards. Mid-trimester progress reports are given to struggling students and those at risk of failing. Teachers schedule meetings as needed throughout the entire year when there are areas of concern (behavior, academic or social). Administration often attends these meetings to offer both parents and teachers support.

Every September, administration meets with teachers and the parents of a student with special needs to discuss Instructional Educational Plans (IEP) and service plans. These meetings ensure all accommodations and modifications are implemented for student success. Meetings with the MSW resource team and the public school district resource team are also scheduled throughout the year to review a student's IEP/service program and progress. Teachers and the administration also communicate frequently with parents by telephone and e-mail.

Individual Terra Nova test results are sent home to parents of students in third, fifth and seventh grade; all school parents receive a letter summarizing results. This summary, interpreted as a national percentile, is also posted on the school website and communicated to the entire parish community.

Terra Nova information meetings have been held for teachers and parents to ensure understanding of results and data. Test information is meaningful and relevant to teachers and parents so the instructional needs and expectations of students can be met. These information sessions help teachers and parents interpret test information such as scores, percentile rank, stanines, normal curve equivalents scale scores objective performance index, cognitive skills index and anticipated achievement score. This data has been communicated effectively at MSW, contributing to an improved learning environment.

Throughout the year, the principal writes an in-depth newsletter that is published on the school website. Articles and pictures of school events posted in the weekly parish bulletin inform parents and the community about students performance in academic, athletic and extracurricular activities.

Students are also encouraged to share exciting and/or important news such as special recognition, awards or tributes. This information is communicated to the principal and is then shared through morning announcements, newsletters, the parish bulletin, and by email.

4. Sharing Lessons Learned:

On the district level, MSW hosts a variety of Archdiocesan meetings, workshops and seminars that promote student learning and motivate teachers through implementation of new and innovative teaching strategies. Educators from schools within the Archdiocese of Chicago attend these professional growth opportunities. The MSW technology teacher is a certified Archdiocesan instructor. He teaches MSW teachers and other Archdiocesan employees about how technology provides a myriad of learning possibilities and how to use it to enhance the curriculum. Also on staff are teachers certified to train others on effective use of the Promethean Board in lessons. Offering these workshops enhances the sense of school community and builds bridges with other schools thus establishing lines of communication.

On the council level, the principal attends monthly meetings to collaborate with area schools. Plans for professional development and activities within the community are discussed. Instructional methods and strategies are shared to provide successful development within each participating school. Planning, communicating and collaborating among council administrators achieve continuity and integration within each school. In-service days have been provided for MSW staff to meet with other teachers in the council to share ideas and discuss effective methodologies.

In addition to being a member of the Archdiocese of Chicago, MSW communicates and collaborates with the area public school district. The assistant principal attends district meetings to learn about the most effective instructional methods for both special education and mainstreamed students. The district has monthly workshops and seminars and invites MSW administration and staff to attend. Teachers also participate in articulation sessions with public and private schools to discuss curriculum, strategies, and student transition to high school.

In an effort to help prepare the next generation of teachers, MSW opens its door to student teachers. MSW has built an excellent rapport with four area universities: North Park, Concordia, Dominican, and Northeastern. Teachers share their approach, knowledge, and strategies for student success with the university students. On average, MSW has welcomed fifteen student teachers per year.

Educational techniques, strategies and methodologies are constantly developing and changing. Working collaboratively with educators throughout the extended community (district, council, and Archdiocese) keeps MSW's faculty and administration at the leading edge of these changes.

1. Curriculum:

MSW's curricula meet or exceed all Illinois and Archdiocese of Chicago standards. Lessons are presented through practical, engaging and innovative methods, hands-on activities, and the use of state-of-the-art technology.

Religion: Religious instruction permeates each day beginning with daily school-wide prayer. Activities are based on the religion series and the yearly Catholic Identity theme. Prayer opportunities include journaling, guided meditation, weekly mass, monthly student prepared liturgies, and retreats. Christian values are put into action through service learning projects that foster active participation and effective leadership in both the Church and world community.

Language Arts: MSW's curricular goal is to create life-long readers, writers, and effective communicators. Reading is the foundation, and students' language arts skills build and evolve as they employ a wide range of strategies that are developmentally sequenced (see Part V, #2 for more on MSW Reading).

Students initially focus on mechanics and word usage, creative expression, sentence structure, and basic paragraph composition. They further explore grammar, usage, creativity and mechanical skills and are given many opportunities to practice through a variety of writing assignments. All grades use the *6 + 1 Traits of Writing* program, and the continuity from grade to grade helps strengthen their writing.

At each grade level, students are given opportunities to prepare and deliver oral presentations. All junior high students participate in an annual speech contest that reflects important literacy skills of research, writing, and speech.

Mathematics: The curricular topics include number sense, patterning, measurement, estimation, problem solving, geometry, ratios, algebraic relationships, and data collection and organization. Growth for every child is achieved through continual progress monitoring. Beginning and ending benchmarks, weekly fact assessments, and formative assessments develop data to create targeted lessons to meet specific student needs. Teachers utilize multiple delivery strategies ensuring student understanding. Foundational skill development results in Measures of Academic Progress (MAP) test scores of above average for over 90% of junior high students. For the past two years, all students from the accelerated math program have been accepted into advanced high school classes.

Science: The MSW science curriculum which covers life, earth, and physical sciences, is committed to achieving two goals: coverage of core scientific concepts in a systematic and sequential progression and the ability to rigorously apply the scientific method. Lessons use the scientific learning model: engage, explore, explain, extend, evaluate, and hands-on experiments. By junior high, students use advanced methods to learn chemistry (lab experiments), biology (dissections), and robotics (programming and advanced technology). Students are enriched and motivated by labs, experiments, and field trips.

Social Studies: The curriculum focuses on history through varied time periods across global cultures. Geography is included in all grade levels with an emphasis on sharing world culture. Seventh and eighth grade students focus on Illinois and U.S. history culminating in class trips to Springfield, IL and Washington. Students are required to successfully pass constitution tests.

Spanish: MSW is in compliance with the foreign language requirement of the Blue Ribbon program. Instruction begins in Kindergarten and continues through eighth grade with two main goals:

communicating with others in Spanish and recognizing the cultural diversity of the Spanish-speaking world.

Earlier grades focus on listening and speaking. Kindergarten and first grade are introduced to the language via a customized program that complements the classroom curriculum. Second through eighth graders use a textbook series. All four modes of language are developed through the grades to include reading and writing.

Technology: Technology at MSW is an integral part of the curriculum and is intertwined with classroom instruction. Teachers, in conjunction with the computer instructor, ensure that children acquire skills necessary for classroom projects, activities, and twenty-first century learning experiences. Not only are classes flexibly scheduled into the Apple lab, but teachers use Promethean Boards, Smart Tables, and a mobile laptop lab to enhance daily teaching within the classroom. In addition to basic computing, children explore creative avenues through *Power Point*, *Garage Band*, *iMovie*, and robotics. *PowerSchool*, the school's web page, and *Study Island* are used to connect home and school.

Fine Arts: MSW students are engaged in an active music curriculum. It includes lessons on rhythm, melody, harmony, form, and timbre, and offers lessons that spark creativity and higher-level thinking.

The art program emphasizes the elements and principles of art, art history, respect for the arts as a means of communication, and utilizes art making to foster higher-level thinking.

Physical Education – Health - Safety: The program accommodates individual differences including movement, fitness and skill levels, intellectual, cultural diversity, and physical and socio-emotional maturity. Students learn team building and good sportsmanship. This inclusive learning environment helps students at all levels develop knowledge, skills, and behaviors to develop a physically and mentally active lifestyle. Additionally, the *Life Skills* program promotes hygiene and focuses on the human body's development. Students learn strategies to resist peer pressure.

2. Reading/English:

MSW's reading curriculum focuses on developmental skill building using explicit systematic instruction. Phonics, phonemic awareness, fluency, vocabulary, comprehension, and reading strategies are introduced in the primary grades. These foundational skills are the building blocks for successful reading development.

Beginning readers are introduced to high frequency and robust vocabulary, decoding, and word families. Reading comprehension skills focusing on main ideas and details are developed as well. *Zoo Phonics* and *The Letter People* are programs used with our youngest students. The textbook series *Storytown*, used in grades one through five, exposes our students to the vital components of reading. In junior high, both anthologies and novels are used. These students focus on literary elements as they analyze, interpret, and utilize critical thinking skills.

Through guided reading, literature circles, and additional activities, MSW students improve their foundational skills. Teachers model reading strategies and allow opportunities for students to practice and improve their own reading. As students progress, these skills are enhanced through reading literature from a variety of genres that are often theme-based.

Author studies, book-shares, interdisciplinary studies, and "Reading Buddies" enhance the core-reading curriculum. To further encourage outside reading, students participate in a school-wide summer reading program, and throughout the year, use the Accelerated Reading program. A parent-volunteer read aloud program is offered for our primary classes, and interested students may join Junior Great Books and Battle of the Books. Our school library offers story-time, circulation, class projects, and information literacy courses.

Resource is available for both advanced and struggling readers in all grades. Classroom teachers work with the resource staff to communicate specific student needs. The computer-based diagnostic tool, *Dibbles*, may be used to assess student development. Intensive intervention for students performing below grade level involves additional instruction with more opportunities for practice. Resource teachers “pull out” individuals and small groups as well as “push in” to assist students struggling in the classroom. The computer-based program, *Study Island*, is used for additional support.

MSW chooses a developmental approach to reading because it is based on specific student needs. Skills are introduced, reviewed, implemented, and assessed at the appropriate level. Reading benchmarks are established to progress monitor each student’s growth.

MSW recognizes that reading is vital to student success. The curriculum, methods, and instruction ensure that all students have those skills needed to be life-long learners.

3. Mathematics:

MSW School introduces mathematical concepts in primary classrooms and continues to challenge and support students throughout their educational experience.

Skill development is of key importance at all grade levels. At the pre-school level, students are introduced to the concepts of estimating, numeration, and calendar activities. In elementary classrooms, students build on these skills with manipulatives, *Problem of the Day*, and the introduction of basic math facts. These are reviewed and assessed weekly with a *Mad Minutes* test every Friday. Students explore math through practical applications: hands-on activities, problem solving, discussion, and data analysis. “Friday Facts,” a weekly review of previous and current material, enhances student spiral learning in grades four through eight.

Once the students reach fourth grade, they are served through one of two programs, accelerated or grade level, based upon their performance in the classroom, *Terra Nova* scores, and teacher recommendation. Students in the accelerated math program complete the grade eight material mid-way through seventh grade. These students then begin studying Algebra I.

Top students in the Algebra class join the school’s Academic Bowl Team and compete in local mathematic and scholastic tournaments. By graduation, Algebra I students have completed all requirements and over 95% are able to test into the Algebra II or Geometry classes in the local public and parochial high schools.

To ensure consistency and continuity, all students use the same textbook series, and the entire math curriculum is mapped on-line. Math teachers use the *Promethean Board* in conjunction with the on-line support materials provided by the textbook publisher. Homework is assigned daily in all grades. *Study Island*, an on-line learning resource, is also used to support learning at all levels. Students can enhance their understanding of concepts in the computer lab, or at home with individualized assignments.

Differentiated curriculum is utilized based on student needs. In the primary grades, students performing below grade level are served by a resource teacher who meets with the students in small groups. Students below grade level in grades four through eight are served by a resource teacher in the math classroom in a “push in” situation. Additional support is available to the students on a “pull out” basis.

MSW School has constructed a mathematics curriculum that offers students the opportunity to acquire, understand, and master the math skills that they need to excel in high school and beyond.

4. Additional Curriculum Area:

The vital thread that is interwoven throughout MSW's curriculum and binds it together is our Catholic Identity as shared through our religion curriculum. MSW seeks to give students practical ways to integrate the gospel message of Christ into their everyday lives. A faculty Catholic Identity team, in collaboration with the pastor and principal, creates a yearly school theme and designs in-school activities to reinforce its meaning. The theme encourages students' faith development based on monthly scripture studies, learning activities, liturgical celebrations, and social outreach.

This year's theme is "Focused on Faith!" Trimester one centered on the foundations of faith, focusing on Catholic community, sacraments, and traditions. In trimester two, we will use the knowledge of Catholic heritage to work together as pilgrims, following in the footsteps of models of faith. During trimester three, we will foster faith by working for personal and world transformation while celebrating the universality and diversity of the church.

School-wide liturgical celebrations and assemblies are prepared by a different grade each month. Students participate as altar servers, readers, lectors, choir, and musicians. Memorable liturgical traditions include the Christmas Prayer Service, Peace Prayer Service, Living Stations of the Cross, and May Crowning. Students also attend mass with the larger parish family once a week.

MSW celebrates models of Catholicism in action. Named after Mother Mary, MSW recognizes her honorary titles and we study saints by learning about their lives each month. Older students model their faith in action, by partnering with younger students for liturgies and faith partner activities. The eighth grade students act as "Guardian Angels" to kindergarten students throughout the year.

Catholic Social Teachings are woven into monthly discussions and service learning activities. "Kids Who Care," a group of students in fourth through eighth grade, coordinates and provides additional service learning projects including collaborating with partner schools. Student Council organizes service projects such as canned food drives and gym shoe recycling. This year, MSW is raising funds for "H²O for Life" and studying the importance and world distribution of clean water.

Our religion curriculum provides for the holistic development of the child. It combines with other curricular areas to empower students with knowledge, values, and skills which will enable them to become active participants and effective leaders in both the church and world community.

5. Instructional Methods:

MSW promotes a wide variety of instructional methods to enhance, support and develop student learning. Direct and indirect instructions are two areas that our teachers utilize most effectively. Small and large group instruction, multi-aged experiences, textbooks, manipulatives, and technology are materials utilized to enhance learning. The teachers' expertise allows their creative and talented teaching methods to blend seamlessly within the same lesson.

Classroom instruction is supported by the MSW resource team and the public school district resource staff. Together they provide additional reinforcement for the struggling student and challenges for the accelerated student. Both support teams work with students one-on-one and within small groups. These teams are also available for "push-in" or "pull-out" intervention at all grade levels.

If a student is struggling academically, behaviorally, socially, or is an ELL (English Language Learner), the MSW resource team will discuss the concerns and provide strategies that the classroom teacher can implement to support the student. If progress is not sufficient, a child will be referred to the public school district for an evaluation which assesses the following components: health history, social history, vision and hearing screening, academic evaluation, cognitive evaluation, special language evaluation, motor evaluation, and functional evaluation. Once the evaluations are complete, both teams will reconvene to

discuss results. If a student is found eligible, an IEP (Individual Educational Plan) will be developed. If the student does not qualify for special education services based on results, the expertise of the MSW resource team and classroom teachers is utilized to ensure success in the student's educational environment. Modifications, accommodations, technology, physical arrangements, peer support, differentiated groupings and learning, and RTI (Response To Intervention), are just some of the varieties of support to enhance the learning environment.

Very specific assessment is also given to identify the accelerated student so the student qualifies for MSW's accelerated/gifted programs. The resource team works with the classroom teacher to offer challenging, high interest material that aligns with the curriculum. As a result the diverse needs of the accelerated student are better met.

In all areas, the on-level, special needs, or accelerated students receive support at MSW from the classroom teachers, MSW resource team, the district team, administration, and peers to achieve their best potential. Through these vital and rigorous supports, MSW produces students who are motivated, challenged, and ready to learn within their school and the world around them.

6. Professional Development:

MSW Administration supports the varied training needs of the staff and encourages coursework that supports student learning and growth. Through year-long master classes, group retreats, seminars, and individualized training, each teacher is able to improve and expand skills to become a more effective classroom teacher.

The entire staff participates in year-long professional development each school year. These courses align directly with the MSW's mission and the Illinois/Archdiocesan goals for education. Past course work has included a study of Marzano's instructional methods (*MSW is committed to the holistic development of the child*), investigation into teaching children to meditate and pray (*fostering Christian values and serving as a role model of Catholicism in action*), and an examination of Culham's 6+1 Writing Traits (*State goal - Write to communicate for a variety of purposes*). Classes are held after school and small groups of teachers in turn present material and share their direct experience with the subject.

Computer use at MSW continues to grow as new technologies are developed. As more technology enters the classroom, teachers receive training from both experts in the field and in-house specialists. Training may include specific hands-on instruction or it may be broader-based information regarding best practices for implementing and integrating the new technology within the classroom.

Teachers seeing a need within their own skill set may enroll in targeted seminars selected to meet that need. A corps of highly qualified substitute teachers allows the classroom teacher to take advantage of the educational opportunity while guaranteeing continuity in the curriculum for the students.

In addition to academic classes, teachers also take annual safety classes in CPR and AED. This supports the school-wide goal to provide a safe environment for our students.

Additional growth opportunities include diocesan-wide symposiums designed to give broad insight into current theory. School-wide retreats are planned annually to develop spiritual growth and reinvigorate teaching. Teachers receive credits for attending and participating in all training and are able to apply these credits toward their state certification. Approximately 57% of the faculty has an advanced degree or is currently in process of attaining one.

Each staff member at MSW is encouraged to increase and develop knowledge and effective teaching strategies while keeping abreast of the latest trends in education. This professional development further strengthens the student learning within the classroom.

7. School Leadership:

MSW's leadership, comprised of the school principal and assistant principal, parish pastor, and school Board of Specified Jurisdiction, are united in the belief that children are the greatest resource. Their commitment to excellence in education as well as the holistic development of each child provides the foundation in which policies are created and administered.

The principal, in conjunction with the school board, provides goals for each school year based on the mission statement. Goals and new policies are reviewed and discussed with staff, and teachers develop their own based on this vision. To ensure that goals are being met, teachers are observed both formally and informally throughout the year.

The principal and assistant principal collaborate with teachers to ensure that policies, programs, and resources focus on improving student learning. They review existing curriculum and teaching practicum in all subject areas and make necessary adjustments for excellence in instruction, assessment techniques and student achievement. Weekly faculty, team, and grade level meetings are led and monitored by the principal. The assistant principal meets with teachers to discuss specific needs of students with learning, social or behavior issues. Additionally, the assistant principal is the main liaison to the public school district resource staff and facilitates communication between the district, teachers, and parents.

The principal strives to provide students with the resources required for success. In addition to standard classroom materials, MSW students have access to state-of-the-art technologies, such as Promethean boards and Smart Tables, which enhance learning. The principal also supports library, art, music, and physical education by allocating resources for these disciplines as well.

Service learning as well as other special programs are encouraged and supported by the school leaders. The activities of Student Council and Kids Who Care, a social outreach organization, are welcomed. In addition to student groups, the administration also collaborates and builds strong partnerships with other adult leadership committees, such as the Family-School Association and Public Relations.

The administrators have a great working relationship with each other and with staff. An "open door" policy allows teachers and parents the comfort of approaching either when needed. Immediate feedback is given when questions or concerns arise. To maintain good communication with staff and school families, information is sent out weekly through the e-mail system.

MSW leadership plans and implements a multitude of programs, meetings, and communication that support the school environment and foster student success.

PART VI - PRIVATE SCHOOL ADDENDUM

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1. Private school association: Catholic

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

3. What are the 2009-2010 tuition rates, by grade? (Do not include room, board, or fees.)

<u>\$4040</u>	<u>\$4040</u>	<u>\$4040</u>	<u>\$4040</u>	<u>\$4040</u>	<u>\$4040</u>
K	1st	2nd	3rd	4th	5th
<u>\$4040</u>	<u>\$4040</u>	<u>\$4040</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
6th	7th	8th	9th	10th	11th
<u>\$0</u>	<u>\$0</u>				
12th	Other				

4. What is the educational cost per student? (School budget divided by enrollment) \$5036

5. What is the average financial aid per student? \$1638

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

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 11%

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: Terra Nova

Edition/Publication Year: TN3/The Second Edition

Publisher: CTB/McGraw Hill

Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	80	73	70	77	83
Number of students tested	47	44	42	62	37
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	3
Percent of students alternatively assessed	0	0	0	0	8
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES: Second Edition Terra Nova Tests were completed in 2006 - 2008. MSW switched to TN3 in the year 2009. All students took the same tests. Some students with IEPs had the test read to them.					

11PV164

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: Terra Nova

Edition/Publication Year: TN3/The Second Edition

Publisher: CTB/McGraw Hill

Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	70	65	70	74	79
Number of students tested	47	44	42	62	37
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	3
Percent of students alternatively assessed	0	0	0	0	8
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES: Second Edition Terra Nova Tests were completed in 2006 - 2008. MSW switched to TN3 in the year 2009. All students took the same tests. Some students with IEPs had the test read to them.					

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STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: Terra Nova

Edition/Publication Year: TN3/The Second Edition

Publisher: CTB/McGraw Hill

Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	77	77	71	83	81
Number of students tested	43	57	35	45	53
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	1	0
Percent of students alternatively assessed	0	0	0	2	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES: Second Edition Terra Nova Tests were completed in 2006 - 2008. MSW switched to TN3 in the year 2009. All students took the same tests. Some students with IEPs had the test read to them.					

11PV164

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: Terra Nova

Edition/Publication Year: TN3/The Second Edition

Publisher: CTB/McGraw Hill

Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	78	77	78	84	84
Number of students tested	43	57	35	45	53
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	1	0
Percent of students alternatively assessed	0	0	0	2	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES: Second Edition Terra Nova Tests were completed in 2006 - 2008. MSW switched to TN3 in the year 2009. All students took the same tests. Some students with IEPs had the test read to them.					

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STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 7

Test: Terra Nova

Edition/Publication Year: TN3/The Second Edition

Publisher: CTB/McGraw Hill

Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	84	83	87	80	76
Number of students tested	34	43	45	49	66
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	1	0	0	0
Percent of students alternatively assessed	0	2	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES: Second Edition Terra Nova Tests were completed in 2006 - 2008. MSW switched to TN3 in the year 2009. All students took the same tests. Some students with IEPs had the test read to them.					

11PV164

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 7

Test: Terra Nova

Edition/Publication Year: TN3/The Second Edition

Publisher: CTB/McGraw Hill

Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	81	72	82	76	76
Number of students tested	34	43	45	49	66
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	1	0	0	0
Percent of students alternatively assessed	0	2	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES: Second Edition Terra Nova Tests were completed in 2006 - 2008. MSW switched to TN3 in the year 2009. All students took the same tests. Some students with IEPs had the test read to them.					

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STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 8

Test: MAP Test

Edition/Publication Year: Ongoing Publisher: NWEA Scores reported as: Scaled scores

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Sep	Oct	Oct	Oct	
SCHOOL SCORES					
Average Score	242	245	240	240	
Number of students tested	40	45	53	68	
Percent of total students tested	98	100	100	100	
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES: MSW School began NWEA's MAP Testing in Fall, 2006. One student in the class of 2010 was hospitalized during the testing process. He did not complete the tests.					

11PV164

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 8

Test: MAP Test

Edition/Publication Year: Ongoing Publisher: NWEA Scores reported as: Scaled scores

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Sep	Oct	Oct	Oct	
SCHOOL SCORES					
Average Score	227	232	227	229	
Number of students tested	40	45	53	68	
Percent of total students tested	98	100	100	68	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES: MSW School began NWEA's MAP Testing in Fall, 2006. One student in the class of 2010 was hospitalized during the testing process. He did not complete the tests.					

11PV164