

2006-2007 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) Elementary Middle High K-12 Charter

Name of Principal Ms. Bernadette Felicione
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Immaculate Conception School
(As it should appear in the official records)

School Mailing Address 7263 W. Talcott Avenue
(If address is P.O. Box, also include street address.)

Chicago Illinois 60631-3094
City State Zip Code+4 (9 digits total)

County Cook State School Code Number* N/A

Telephone (773) 775-0545 Fax (773) 775-3822

Web site/URL www.iccowboys.com. E-mail felicione@iccowboys.com

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date November 28, 2006

Name of Superintendent* Dr. Nicholas Wolsonovich
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Archdiocese of Chicago Tel. (312) 751-5210

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson Mr. Joseph Wojnicki
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

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

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

PART I - ELIGIBILITY CERTIFICATION

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

1. The school has some configuration that includes 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. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2006-2007 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2001 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. 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.
6. 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.
7. 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.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: N/A Elementary schools
 _____ Middle schools
 _____ Junior high schools
 _____ High schools
 _____ Other
 _____ TOTAL
2. District Per Pupil Expenditure: N/A
 Average State Per Pupil Expenditure: N/A

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
 Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural
4. 12 Number of years the principal has been in her/his position at this school.
 _____ If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

| Grade | # of Males | # of Females | Grade Total | Grade | # of Males | # of Females | Grade Total |
|--|------------|--------------|-------------|-------|------------|--------------|-------------|
| PreK | 24 | 26 | 50 | 7 | 20 | 30 | 50 |
| K | 17 | 15 | 32 | 8 | 29 | 34 | 64 |
| 1 | 16 | 19 | 35 | 9 | | | |
| 2 | 21 | 19 | 40 | 10 | | | |
| 3 | 25 | 31 | 56 | 11 | | | |
| 4 | 13 | 34 | 47 | 12 | | | |
| 5 | 23 | 23 | 46 | Other | | | |
| 6 | 14 | 36 | 50 | | | | |
| TOTAL STUDENTS IN THE APPLYING SCHOOL → | | | | | | | 469 |

[Throughout the document, round numbers 1 or higher to the nearest whole number. Use decimals to one place only if the number is below 1.]

6. Racial/ethnic composition of the school: 85 % White
0 % Black or African American
11 % Hispanic or Latino
4 % Asian/Pacific Islander
0 % American Indian/Alaskan Native
100% Total

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 4 %

[This rate should be 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 until the end of the year | 20 |
| (2) | Number of students who transferred <i>from</i> the school after October 1 until the end of the year | 2 |
| (3) | Total of all transferred students [sum of rows (1) and (2)] | 22 |
| | Total number of students in the school as of October 1 | 507 |
| (5) | Total transferred students in row (3) divided by total students in row (4) | 4 |
| (6) | Amount in row (5) multiplied by 100 | 4 |

8. Limited English Proficient students in the school: 0 %
0 Total Number Limited English Proficient
Number of languages represented: 0
Specify languages:

9. Students eligible for free/reduced-priced meals: 1 %

Total number students who qualify: 7

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 federally supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: $\frac{1}{3}$ %
 Total Number of Students Served

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

| | |
|---------------------------|---|
| <u>1</u> Autism | ___ Orthopedic Impairment |
| ___ Deafness | ___ Other Health Impaired |
| ___ Deaf-Blindness | ___ Specific Learning Disability |
| ___ Emotional Disturbance | <u>2</u> Speech or Language Impairment |
| ___ Hearing Impairment | ___ Traumatic Brain Injury |
| ___ Mental Retardation | ___ Visual Impairment Including Blindness |
| ___ Multiple Disabilities | |

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> | ___ |
| Classroom teachers | <u>26</u> | ___ |
| Special resource teachers/specialists | <u>0</u> | ___ |
| Paraprofessionals | <u>1</u> | <u>2</u> |
| Support staff | <u>3</u> | <u>2</u> |
| Total number | <u>32</u> | <u>4</u> |

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 18:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off rates. Also explain a high teacher turnover rate.

| | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 |
|-------------------------------------|-----------|-----------|-----------|-----------|-----------|
| Daily student attendance | 98 % | 98 % | 98 % | 98 % | 98 % |
| Daily teacher attendance | 99 % | 99 % | 99 % | 99 % | 98 % |
| Teacher turnover rate | 7 % | 7 % | 3 % | 0 % | 0 % |
| Student dropout rate (middle/high) | 0 % | 0 % | 0 % | 0 % | 0 % |
| Student drop-off rate (high school) | 0 % | 0 % | 0 % | 0 % | 0 % |

PART III - SUMMARY

Immaculate Conception has enjoyed a long-standing reputation of being an exceptional Catholic faith-based neighborhood school that espouses to nurture the spiritual, academic, athletic, and social needs of its children. The school is fortunate to be enveloped by loving families, caring teachers, diligent administrators, supportive priests, many volunteers, a fabulous environment, and a variety of co-curricular activities that enhance and support the core curriculum.

Since 1910, Immaculate Conception school has taught tens of thousands of boys and girls. The mission of the school is to prepare students for successful high school careers and life. This statement is brief and to the point, but the task becomes increasingly challenging in our ever-changing world. The entire community of parish priests, instructional leaders, professional teachers, dedicated parents, and supportive parishioners have high expectations of the students and are committed to academic excellence.

Immaculate Conception School is located on the far northwest side of the city of Chicago. Although it is in the city, the neighborhood emulates the qualities of a suburban community. Currently the school serves a population of 469 students from approximately 300 families.

Structured learning at Immaculate Conception begins in our National Association for the Education of Young Children accredited early education program and continues through eighth grade. The rigorous, state-aligned content and performance standards curriculum reaches beyond the basics of religion, language arts, social studies, mathematics, and science to include technology facilitation, Spanish, music, art, and physical education. Our co-curricular programs offer students ample opportunities to pursue their personal interest in music through choristers, bell choir, band, piano, cello, and guitar lessons; potential thespians can participate in drama; athletes can participate on competitive and intramural teams; artists can participate in the Young Rembrandt's program; readers are invited to participate in the Battle of the Books competitions; scientists can join High Touch/ High Tech science enrichment; tech enthusiasts can join the Tech club; leadership skills are tested through student council; movement is explored through dance instruction, and pure intellect is tested through Quiz Bowl. Faith development is an integral part of daily school life. Each day begins and ends with prayer led by the administration. Liturgical celebrations, sacraments, and stewardship activities are woven through the school's program.

A qualified and dedicated staff, many of which have been recognized by Who's Who among American Teachers and one teacher, who was named NCEA's Distinguished Teacher for our region in 2006, are the backbone of our school. Professional development is ongoing and visible in classroom instruction. Staff commitment, example, and sacrifice serve as examples for students to learn to accept the responsibility necessary to become upstanding Christian citizens.

In this ever-changing world, it is very important to stay abreast of programs and activities that will better prepare students for the world that they will one day influence. To this end, instructional time is used to educate, students are empowered to be learners and persons of good character, and faculty members share expertise and leadership responsibility. Parents and volunteers are welcome with open arms. The program is evaluated annually and adapted to meet the needs of students. Immaculate Conception is not a "fait accompli;" on the contrary, it continues to be a work in progress.

PART IV – INDICATORS OF ACADEMIC SUCCESS

Assessment Results:

The Archdiocese of Chicago's elementary schools use the TerraNova, Second Edition Multiple Assessment Test in conjunction with InView, an aptitude test to measure cognitive ability, to assess students' annual academic growth. Students in grades one through seven are tested at Immaculate Conception School. Eighth grade students do not participate because they are required to take high school placement exams. Students diagnosed with learning disabilities, who have an individual educational plan requiring modifications, are provided with accommodations. Their scores are not included in the reported class averages, but they do receive scoring information indicating their personal performance.

The TerraNova test is administered in March. Objectives covered in the reading test include basic understanding, analyzing text, evaluating and extending meaning, and identifying and applying reading strategies.

Objectives covered in the mathematic test include number and numerical relations, computation and estimation, measurement, geometry and spatial sense, statistics and probability data, functions and reasoning, and communication. InView provides a Cognitive Skills Index (CSI) based on five subtests: sequences, analogies, quantitative reasoning, verbal reasoning of words, and context. The CSI has a mean of 100 and a standard deviation of 16.

Immaculate Conception's mean NCE scores in reading range from 72.0 in third grade to 66.5 in seventh grade. If those mean scores were ranked as if they were scores of an individual student, the middle score would be a percentile rank between 75 and 85. In third grade reading, the class NCE score was 72.0 with a standard deviation of 16.0. 66.6% of the class scored between the 69 and 72. That is one standard deviation of the mean. The seventh grade reading score was 66.5 with a standard deviation of 15.7. 85.9% of the class scored between 50.9 and 66.5. The third grade class mathematics NCE score was 71.7 with a standard deviation of 14.5. 58.8% of the students scored between 57.2 and 71.7. The seventh grade class mathematics NCE score was 64.2 with a standard deviation of 15.0. 85.9% of the students scored between 49.2 and 64.2.

In comparing the class mean in reading to the 90th percentile school ranking provided for TerraNova by the NCLB-NBR application document, Immaculate Conception's seventh grade students, as a group, tested in the top 10% of all school groups on these national norms.

The TerraNova Quartiles compare the distribution of the students' scores with those of the national norm group. In the national norm group 25% of the students have national percentile scores in each of the four quartiles. The table below represents the distribution of Immaculate Conception student scores in each quartile.

| | 01-25 Quartile 1 | 26-50 Quartile 2 | 51-75 Quartile 3 | 76-99 Quartile 4 |
|--------------|------------------|------------------|------------------|------------------|
| Gr 7 Reading | 1 | 8 | 18 | 37 |
| Mathematics | 2 | 8 | 26 | 28 |
| Gr 6 Reading | 1 | 2 | 24 | 27 |
| Mathematics | 2 | 9 | 24 | 19 |
| Gr 5 Reading | 2 | 2 | 15 | 33 |
| Mathematics | 2 | 9 | 20 | 21 |

1. Using Assessment Results:

Assessment results have been the “hot topic” for the past decade. At least one question regarding test results surfaces among the first five questions of potential parents. As a result, annual testing results are a part of Immaculate Conception School’s marketing packet and materials.

Teachers receive copious amounts of information for each child. They receive a history of student performance, graphs indicating mastery, partial mastery, and non-mastery of each objective, and a Cognitive Skills Index, which assesses a student’s individual ability and an anticipated achievement scores to which the actual achievement score can be compared. Teachers can review the data checking for variances including actual scores below the anticipated score and a comparison of classroom and test performance. Then discussions regarding instructional planning begin.

Test scores help to fine-tune programs; they are a catalyst for discussions regarding textbook evaluation, curriculum improvement, and implementation of new programs. The results are, in essence, an assessment on how the total program is fairing. They indicate where the school is now. Next, the school decides where it wants to be, and finally what it will take to get there. For example, an evaluation of mathematics scores led to an adjustment in mathematics instructional placement for middle school students. Although gifted students performed well, they were not being challenged. Collaboration among mathematics teachers in grades five through eight resulted in a new instructional tier. Students, in the middle school, are placed in instructional environments based upon test scores and classroom performance. Currently there are seven possible levels of instruction.

2. Communicating Assessment Results:

Immaculate Conception’s philosophy states the expectation that parents are partners in the educational process. To fulfill this responsibility, they need to be advised of student progress. Parents are kept informed of progress or areas needing additional support through e-mail, notes, phone calls, and when necessary, “mini” round table conferences. Formal progress reports are sent home five weeks into each trimester. These reports indicate actual performance in terms of homework, class participation, projects, and test scores. Parents receive sub-score for each area and the overall earned grade. An additional report is sent home three weeks later to inform parents of any potential failing grade. At this point students still have the opportunity to correct the failing grade. Report cards are issued at the end of each trimester. In addition to the earned letter grades, parents are advised of areas for improvement, including, if necessary, behavior.

A formal parent/teacher conference is scheduled after the first trimester. A secondary informal conference and report card pick up is offered at the end of the second trimester.

Progress in the areas of reading and mathematics performance are monitored throughout the year. Teachers analyze test scores and classroom performance to make certain students are learning. When students need additional assistance, parents are informed and a referral to a resource teacher or in-school homework assistance club is begun. Academic growth in fifth grade is one piece of evidence used to determine mathematics placement in the sixth grade.

In May, the principal meets with each student to discuss the results of TerraNova testing. Students are commended; they review their scores and evaluate their performance. When applicable, suggestions for improvement are discussed. Parents receive a letter to help them interpret the scores and provide an opportunity to meet with the principal for further discussion.

School news is shared with the parish and interested public through the school's website, weekly e-mail newsletter, and articles in the church bulletin. All school governance boards share in the responsibility to market the school. Marketing is forever ongoing!

3. Sharing Success:

Immaculate Conception's principal serves as a board member on the Archdiocesan Principals' Association and as a selection committee member of the Golden Apple Foundation. These positions provide opportunities to share school achievement and best practices with principals across Cook, Lake, and DuPage Counties. These associations provide opportunities to network with both Catholic and Public School administrators.

Immaculate Conception is fortunate to have an excellent resource base through its volunteers. Their time, talent, and effort are evident in the "good news" shared with the general public. Many activities have found a prominent place on the cover of the local community newspaper. The school's journalism club is sponsored and facilitated by the Parents' Club. The Parents' Club Press is published three times per year. Mini photo publications are printed after each major parish / school activity. The Press features many articles written by middle school students.

The school board uses an e-mail survey program to quickly access the pulse of the school community. Survey results provide direction for program expansion. Recently, the survey prompted the addition of new co-curricular activities including chess, dance, guitar, violin, and cello lessons, a national chapter of the junior high honor society, as well as Spanish club and athletic opportunities for primary grade students. This group is currently revamping the school's website to better serve as a marketing platform for potential parents.

Weekly e-mail newsletters about school activities are shared with family and friends.

Parents display lawn signs indicating their membership to Immaculate Conception School.

The best marketing efforts come from satisfied parents-proud parents who happily do their share to make IC the Place to Be!

PART V – CURRICULUM AND INSTRUCTION

Religion: Students learn to nurture and deepen their faith life through learning about the Church's development, becoming familiar with the Bible, experiencing liturgy from the planning stage to implementation, participating in parish life through liturgy as lectors, leaders of song, gift bearers, and ushers, sharing community prayer, and stewardship (service) activities.

Art: Students become familiar with all forms of artistic media. They gain an appreciation of art as a record of human development. Students learn to express themselves creatively and respond to the artistic expression of others, whether that is the work of a master or peer. Parent volunteers visit classrooms to provide exposure to the works of Masters through the Picture Person Program.

Language Arts: Students learn to read, comprehend, analyze, interpret, and evaluate materials both personal and published. They are exposed to age and skill appropriate vocabulary, and phonetically learn to decode words throughout the reading experience to promote lifelong learning. Communication elements of reading, writing, listening and speaking are integrated across all curricular areas.

Mathematics: Students learn to use mathematical signs, symbols, and terms. They are able to read, write, and discuss ideas using mathematical language. Students learn the ability to problem solve, plan strategies, and find solutions to practical problems. In seventh grade, students are invited to test for placement in a high school level accelerated math class.

Music: Students learn to read and notate music, improvise melodies, variations and accompaniment, listen to, analyze and describe music, and sing alone and with others in a varied repertoire of music.

Physical Education: Students are taught the rules and regulations, safety, and strategies of sports. They learn that exercise and good eating habits will help them grow into healthy adults.

Science: Students learn a general introduction to a variety of sciences while facilitating an understanding of key principals and concepts. Students become aware that science, technology, and mathematics depend on one another and influence everyday life.

Social Studies: Students learn to identify and describe significant historical periods and patterns of change within and across cultures. They learn to compare, explain, and analyze the way groups, societies, and cultures address human needs and concerns. Students can describe the purpose of government and how power is acquired, used, and justified. They learn that it is their right and duty to participate in society.

Spanish: Students are introduced to the Spanish language through listening, speaking, reading, and writing activities. They learn about Spanish culture and traditions. Students in grades P4 through five have one trimester of Spanish per year. Middle school students have Spanish class four times per week.

Technology: Students learn to use the computer as a tool to enhance their learning and communication potential. Instruction includes keyboarding, spreadsheets, database, graphing, research using appropriate search engines, and creating PowerPoint presentations.

2a. (Elementary Schools) Reading:

Reading is the key component in producing a life long learner. The success of meeting this objective is a daunting task that must be constantly in the forefront of learning. The journey from pre-reading skills through becoming engaged independent readers must be filled with enjoyable, challenging, and achievable activities. Successful teachers love to read and they desire to inspire this love in their students. Our formative program is similar to all other schools in the U.S. We have a basal text in our early childhood program that is a marriage of the whole word and phonics approach. The text for the intermediate grades aims at reading comprehension and the middle school reinforces both approaches, including building vocabulary and higher order thinking.

The magic of reading happens in bridging the instructional component with enriching experiences. This happens through investigation of age appropriate books, authors, and characters. Students at all grade levels are read to daily. Teachers display seasonal or topical library books in their rooms. Chalkboard ledges are covered with books including the *Harry Potter* series, *Frog and Toad*, and *Clifford*, as well as picture books, historical fiction, and religious themes. Grandparents are welcome guest readers or listeners. Book reports, assigned in various genres, vary from illustrations, book report in a bag, 3-D dioramas, literature circles, and PowerPoint presentations. Parent volunteers assist with literary crawls, and enrichment safaris. Students are encouraged to participate in reading promotions sponsored by Pizza Hut and Six Flags. A Battle of the Books program has been in existence at Immaculate Conception for eleven years. There is no rest for the weary, as reading is promoted through the summer. Students in primary grades are challenged to read a minimum of twenty-five books and upper grade students must read five chapter books. Students are encouraged to join in the public library's reading camp program or one sponsored by Barnes and Noble for more incentives. Successful participants win a predetermined prize in September. Every year approximately one-fifth of our student population participates.

On a faculty level, teachers have actively participated in their own book club, meeting monthly for a lively discussion on current best sellers.

3. Additional Curriculum Area:

The mission of Immaculate Conception School is to prepare students for high school and life. Since technology is a focal point of life, it makes perfect sense that technology must be an integral part of their instruction. The facilitator helps students become more technologically savvy, confident to experiment, and goal oriented in research. Students practice typing skills, roam the internet to explore curriculum topics, work as teams, take and produce pictures and videos, download video passages, and combine all these pieces to produce a PowerPoint presentation. Students learn how to use the computer as a tool for communication efficiency. The school is computer rich. All the classrooms and the lab have Internet connection and are equipped with e-mail. The lab is student friendly, which means students, can use the lab before and after school, and even during recess. The lab is always full! The school has become a total community of learners as classroom teachers have integrated the skills that their students have developed into their own instructional techniques. Journalism Club, moderated by parent volunteers, has introduced a practical "real world" usage of technology. Students write articles, format the pages, and add artwork and pictures to produce three newspaper issues per year.

In addition to instruction, middle school students have the ability to access their math and science textbooks at home, on-line, by using their personal password. This is a win-win situation. Technology is apparent, utilized, and current.

This shift took more than ten years to accomplish. The computer lab has been transformed from a scheduled period of games to the implementation of a structured academic program with goals set for each grade level. Students are learning better and more uses for technology. They work collaboratively. Technology is integrated throughout the curriculum. We are preparing students for the next step in their education and life in a technologically advanced world.

4. Instructional Methods:

Immaculate Conception School is fortunate to have a staff of veteran teachers who strive to make themselves better at their craft through participation in professional development. Working as a collaborative educational learning team, their job is to come up with innovative ideas and share them with others.

A variety of instructional methods are utilized throughout the school building including: cooperative grouping, differentiated instruction, cross curricular themes, KWL charts, diagrams, research, pencil and peer tasks, projects, creative writing including prose and poetry, artistic expression, video clips, note taking, copying information, interpreting data, creating and interpreting graphs, journaling, using manipulatives, incorporating trade books into curricular areas, analyzing read material, role playing, games, PowerPoint presentations, and making predictions.

In order to help students complete all the required assignments and homework, students in grades three through eight receive a homework assignment notebook. These notebooks help student learn to schedule their time, organize work, and record daily and long term assignments. Additionally, each teacher records assignments on their homeroom website. Teachers work with students who need extra help in these areas.

Many co-curricular activities are offered as a means to expand upon the concepts learned in the classroom. Exposure to an assortment of activities and a variety of facilitators provides students opportunities to seek out areas of interest to satisfy personal achievement.

A resource teacher works with children with special needs in small groups and individually to help them better understand difficult concepts. Classroom teachers modify work expectations for children with individual learning plans. Preschool and kindergarten classrooms are staffed with a teacher and aide to provide additional one-on-one instruction.

5. Professional Development

In order to keep a school faculty current in educational trends, time and money must be set aside for professional development. Teachers in the Archdiocese of Chicago receive an annual allotment of \$1100 to use for professional development. Teachers at Immaculate Conception School are strongly encouraged to attend conferences or workshops that explore concepts particular to their assigned subject or grade level. Many teachers continue their education by enrolling in cohort Master's Degree programs sponsored by local universities. In addition, teachers attend development days sponsored by the local school council and the archdiocese. After attending a workshop teachers are expected to share their learning by giving a summary of their experience at the next faculty meeting.

Mini staff development sessions are conducted during bimonthly faculty meetings. This year the faculty participated in CPR, Emergency Treatment, and AED training.

The school is an institutional member of many professional organizations including ASCD, NCEA, NMSA, NCTE, NCTM, NCSS, and NAEYC.

Staff development activities have enabled the faculty and administration of Immaculate Conception School to continue updating instructional methods and materials. Furthermore, it reflects the school's commitment to provide the best educational experience possible for all their children.

PART VI - PRIVATE SCHOOL ADDENDUM

The purpose of this addendum is to obtain additional information from private schools as noted below. Attach the completed addendum to the end of the application, before the assessment data tables. Delete if not used.

1. Private school association(s): NCEA, ASCD, NCSS, NCTM, NSTA, NMSA, NAEP, NAEYC, APA
(Identify the religious or independent associations, if any, to which the school belongs. List the primary association first.)

2. Does the school have nonprofit, tax exempt (501(c) (3)) status? Yes X No

3. What are the 2006-2007 tuition rates, by grade? (Do not include room, board, or fees.)

| | | | | | |
|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|
| <u>\$ 4303</u> K | <u>\$ 4303</u> 1 st | <u>\$ 4303</u> 2 nd | <u>\$ 4303</u> 3 rd | <u>\$ 4303</u> 4 th | <u>\$ 4303</u> 5 th |
| <u>\$ 4303</u> 6 th | <u>\$ 4303</u> 7 th | <u>\$ 4303</u> 8 th | <u>\$</u> 9 th | <u>\$</u> 10 th | <u>\$</u> 11 th |
| <u>\$</u> 12 th | <u>\$</u> Other | | | | |

4. What is the educational cost per student?
(School budget divided by enrollment) \$ 4060.98

5. What is the average financial aid per student? \$ 261.31

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? __ 1 %

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 2 %

PART VII - ASSESSMENT RESULTS

Assessment Data Referenced Against National Norms Without Subgroups Immaculate Conception School

Test: TerraNova Second Edition Multiple Assessment
Edition/Publication Year 2001
Publisher CTB/ McGraw Hill
Scores reported here as NCE's

*All students are tested. Students with IEP's requiring testing accommodations are excluded from group norms by the testing company.

| Testing Year | 2005-06 | 2004-05 | 2003-04 | 2002-03 | 2001-02 |
|----------------------------|---------|---------|---------|---------|---------|
| Testing Month | March | March | March | March | March |
| Grade 7 | | | | | |
| Reading | 66.5 | 64 | 62.7 | 65.6 | 66 |
| Mathematics | 64.2 | 68 | 64.7 | 66.4 | 66.4 |
| Number of Students Tested | 64 | 63 | 64 | 54 | 64 |
| Percent of Students Tested | 100% | 100% | 100% | 100% | 100% |
| *Number/Percent Excluded | 0 / 0% | 0 / 0% | 0 / 0% | 0 / 0% | 0 / 0% |
| SUBGROUP SCORES | | | | | |
| Hispanic Students | | | | | |
| Reading | ---- | ---- | ---- | ---- | ---- |
| Mathematics | ---- | ---- | ---- | ---- | ---- |
| Number of Students Tested | <10 | <10 | <10 | <10 | <10 |

Reading School Mean NCE at 90%ile of National School Norms = 65.8

Mathematics School Mean NCE at 90%ile of National School Norms = 64.1

| | | | | | |
|----------------------------|---------|---------|---------|---------|---------|
| Testing Year | 2005-06 | 2004-05 | 2003-04 | 2002-03 | 2001-02 |
| Testing Month | March | March | March | March | March |
| Grade 6 | | | | | |
| Reading | 65.1 | 66.1 | 64 | 60.4 | 67.0 |
| Mathematics | 61.3 | 64.5 | 67.7 | 63.8 | 64.7 |
| Number of Students Tested | 54 | 73 | 65 | 62 | 65 |
| Percent of Students Tested | 100% | 100% | 100% | 100% | 100% |
| *Number/Percent Excluded | 0 / 0% | 0 / 0% | 0 / 0% | 0 / 0% | 0 / 0% |
| SUBGROUP SCORES | | | | | |
| Hispanic Students | | | | | |
| Reading | ---- | ---- | ---- | ---- | ---- |
| Mathematics | ---- | ---- | ---- | ---- | ---- |
| Number of Students Tested | <10 | <10 | <10 | <10 | <10 |

Reading School Mean NCE at 90%ile of National School Norms = 64.8

Mathematics School Mean NCE at 90%ile of National School Norms = 64.5

| | | | | | |
|----------------------------|---------|---------|---------|---------|---------|
| Testing Year | 2005-06 | 2004-05 | 2003-04 | 2002-03 | 2001-02 |
| Testing Month | March | March | March | March | March |
| Grade 5 | | | | | |
| Reading | 68.4 | 65.8 | 64.8 | 65.8 | 60.5 |
| Mathematics | 60.6 | 61.8 | 63.6 | 62.6 | 59.6 |
| Number of Students Tested | 52 | 56 | 72 | 65 | 66 |
| Percent of Students Tested | 100% | 100% | 100% | 100% | 100% |
| *Number/Percent Excluded | 0 / 0% | 0 / 0% | 0 / 0% | 0 / 0% | 0 / 0% |
| SUBGROUP SCORES | | | | | |
| Hispanic Students | | | | | |
| Reading | ---- | ---- | ---- | ---- | ---- |
| Mathematics | ---- | ---- | ---- | ---- | ---- |
| Number of Students Tested | <10 | <10 | <10 | <10 | <10 |

Reading School Mean NCE at 90%ile of National School Norms = 64.1

Mathematics School Mean NCE at 90%ile of National School Norms = 63.8

| | | | | | |
|----------------------------|---------|---------|---------|---------|---------|
| Testing Year | 2005-06 | 2004-05 | 2003-04 | 2002-03 | 2001-02 |
| Testing Month | March | March | March | March | March |
| Grade 4 | | | | | |
| Reading | 68.6 | 61.4 | 62.6 | 66 | 62.4 |
| Mathematics | 66.5 | 58.4 | 61.1 | 67.4 | 59.9 |
| Number of Students Tested | 47 | 54 | 58 | 67 | 70 |
| Percent of Students Tested | 100% | 100% | 100% | 100% | 100% |
| *Number/Percent Excluded | 0 / 0% | 0 / 0% | 0 / 0% | 0 / 0% | 0 / 0% |
| SUBGROUP SCORES | | | | | |
| Hispanic Students | | | | | |
| Reading | ---- | ---- | ---- | ---- | ---- |
| Mathematics | ---- | ---- | ---- | ---- | ---- |
| Number of Students Tested | <10 | <10 | <10 | <10 | <10 |

Reading School Mean NCE at 90%ile of National School Norms = 63.8

Mathematics School Mean NCE at 90%ile of National School Norms = 64.1

| | | | | | |
|----------------------------|---------|---------|---------|---------|---------|
| Testing Year | 2005-06 | 2004-05 | 2003-04 | 2002-03 | 2001-02 |
| Testing Month | March | March | March | March | March |
| Grade 3 | | | | | |
| Reading | 72 | 71.7 | 66 | 64 | 63 |
| Mathematics | 71.1 | 71.6 | 68.9 | 71.1 | 68.5 |
| Number of Students Tested | 51 | 50 | 56 | 62 | 70 |
| Percent of Students Tested | 100% | 100% | 100% | 100% | 100% |
| *Number/Percent Excluded | 0 / 0% | 0 / 0% | 0 / 0% | 0 / 0% | 0 / 0% |
| SUBGROUP SCORES | | | | | |
| Hispanic Students | | | | | |
| Reading | ---- | ---- | ---- | ---- | ---- |
| Mathematics | ---- | ---- | ---- | ---- | ---- |
| Number of Students Tested | <10 | <10 | <10 | <10 | <10 |

Reading School Mean NCE at 90%ile of National School Norms = 64.1

Mathematics School Mean NCE at 90%ile of National School Norms = 64.5

| | | | | | |
|----------------------------|---------|---------|---------|---------|---------|
| Testing Year | 2005-06 | 2004-05 | 2003-04 | 2002-03 | 2001-02 |
| Testing Month | March | March | March | March | March |
| Grade 2 | | | | | |
| Reading | 66.5 | 66.4 | 63.5 | 64.3 | 67.3 |
| Mathematics | 73.2 | 68.8 | 63.5 | 64.3 | 62.5 |
| Number of Students Tested | 54 | 73 | 65 | 62 | 65 |
| Percent of Students Tested | 100% | 100% | 100% | 100% | 100% |
| *Number/Percent Excluded | 0 / 0% | 0 / 0% | 0 / 0% | 0 / 0% | 0 / 0% |
| SUBGROUP SCORES | | | | | |
| Hispanic Students | | | | | |
| Reading | ---- | ---- | ---- | ---- | ---- |
| Mathematics | ---- | ---- | ---- | ---- | ---- |
| Number of Students Tested | <10 | <10 | <10 | <10 | <10 |

| | | | | | |
|----------------------------|---------|---------|---------|---------|---------|
| Testing Year | 2005-06 | 2004-05 | 2003-04 | 2002-03 | 2001-02 |
| Testing Month | March | March | March | March | March |
| Grade 1 | | | | | |
| Reading | 69.3 | 73.5 | 68.4 | 65.4 | 59 |
| Mathematics | 75.7 | 76.9 | 71.6 | 68.3 | 62.3 |
| Number of Students Tested | 44 | 57 | 60 | 63 | 65 |
| Percent of Students Tested | 100% | 100% | 100% | 100% | 100% |
| *Number/Percent Excluded | 0 / 0% | 0 / 0% | 0 / 0% | 0 / 0% | 0 / 0% |
| SUBGROUP SCORES | | | | | |
| Hispanic Students | | | | | |
| Reading | ---- | ---- | ---- | ---- | ---- |
| Mathematics | ---- | ---- | ---- | ---- | ---- |
| Number of Students Tested | <10 | <10 | <10 | <10 | <10 |