

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

Official School Name Saint Colette School
(As it should appear in the official records)

School Mailing Address 3900 Pheasant Drive
(If address is P.O. Box, also include street address.)

Rolling Meadows IL 60008-2637
City State Zip Code+4 (9 digits total)

County Cook State School Code Number* 14-016-303X-00-00-000

Telephone (847) 392-4098 Fax (847) 392-8155

Web site/URL www.stcolette.com E-mail vzemko@stcolette.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 December 18, 2006

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

District Name Archdiocese of Chicago Tel. (312) 751-5212

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: December 18, 2006

Name of School Board
President/Chairperson Michael G. Koehler, Ph.D.
(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: December 18, 2006

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: _____ Elementary schools
 _____ Middle schools
 _____ Junior high schools
 _____ High schools
 _____ Other
 _____ TOTAL
2. District Per Pupil Expenditure: _____
 Average State Per Pupil Expenditure: _____

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. 20 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	11	15	26	7	9	10	19
K	14	15	29	8	10	10	20
1	9	8	17	9			
2	14	13	27	10			
3	7	9	16	11			
4	10	10	20	12			
5	6	9	15	Other			
6	5	13	18				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							207

6. Racial/ethnic composition of the school:
- | | |
|------------|----------------------------------|
| <u>62</u> | % White |
| <u>5</u> | % Black or African American |
| <u>20</u> | % Hispanic or Latino |
| <u>12</u> | % Asian/Pacific Islander |
| <u>0</u> | % 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: 8%

[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	11
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	6
(3)	Total of all transferred students [sum of rows (1) and (2)]	17
(4)	Total number of students in the school as of October 1	207
(5)	Total transferred students in row (3) divided by total students in row (4)	0.08
(6)	Amount in row (5) multiplied by 100	8

8. Limited English Proficient students in the school: 13%
27 Total Number Limited English Proficient

Number of languages represented: 5

Specify languages: **Spanish, Polish, Mandarin, Urdu, and Hindi**

9. Students eligible for free/reduced-priced meals: 17%

Total number students who qualify: 35 students

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: 13 %
27 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	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u>8</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>17</u> Specific Learning Disability
<u> </u> Emotional Disturbance	<u>1</u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u> </u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u> </u> 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>1</u>	<u> </u>
Classroom teachers	<u>12</u>	<u> </u>
Special resource teachers/specialists	<u>1</u>	<u>5</u>
Paraprofessionals	<u> </u>	<u>2</u>
Support staff	<u>2</u>	<u>11</u>
Total number	<u>16</u>	<u>18</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 17:1

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 %	99 %
Teacher turnover rate	8 %	27 %	8 %	8 %	0 %
Student dropout rate (middle/high)	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school)	%	%	%	%	%

PART III - SUMMARY

Introduction

Since 1960, Saint Colette School has provided excellence in education while promoting the development of each child as a person. This faith-based pre-K through 8th grade school sits in the heart of the small Catholic community which founded it and which continues to support it both financially and spiritually. The school's small class sizes, attention to the individual student, and sense of community mirror the close-knit, small town spirit of its home of Rolling Meadows, Illinois. The school's mission to promote the development of each child follows the universal Catholic school mission. As stated by Pope John Paul II, *"The person of each individual human being, in his or her material and spiritual needs, is at the heart of Christ's teaching: this is why the promotion of the human person is the goal of the Catholic school."*¹

A Lifelong Journey

The Saint Colette School experience is more than 11 years of academic studies. It is part of a lifelong journey that begins at birth. Catholic doctrine teaches: *"Since parents have given children their life, they are bound by the most serious obligation to educate their offspring and therefore must be recognized as the primary and principal educators."*²

At three years of age, the young students and their parents join with Saint Colette preschool teachers to begin the formal early childhood education. At this level, a curriculum-based program introduces religion, mathematics, reading, art, music, and science through age-appropriate lessons and activities.

As the children move through the primary and intermediate grades, they take ownership of their education through individual goal setting and student led parent-teacher conferences. Throughout this process, focus on the individual student and family involvement remain key factors for success.

The presence of an on-site junior high provides significant benefits to the adolescent students as they mature into the leaders of the school. These young adults engage in mentoring programs, social activities, community service projects, and sports programs, while maintaining a rigorous focus on academic studies. As leaders of the school, they become role models for the younger learners, often teaming with them as chaperones on field trips and helpers on special projects. This sense of leadership helps these young adults mature into grounded, responsible, and involved citizens of the community.

Saint Colette students move on to become high performing leaders in their high schools, colleges, and chosen careers. As these students mature into adult members of the Saint Colette Parish and Rolling Meadows community, the school takes on a new dimension in their lives. Many remain involved as teachers, tutors, and parents of the next generation of Saint Colette students. As the oldest continuously operating school in Rolling Meadows, IL, today's enrollment includes third generation Saint Colette students.

Special Place in the Community

Saint Colette School is located on a beautiful parish campus in Rolling Meadows, IL. The school building is adjacent to the community's spacious Salk Park, allowing students ready access to the open meadows and playfields at the center of the city of Rolling Meadows. The school's three-building complex includes: (1) a classroom building which features excellent educational facilities including the newly remodeled library media center, (2) the new gymnasium, which was built to accommodate the need for expanded sports and physical education programs. Equipped with a large stage, this facility also provides an exceptional center for cultural performances and concerts. (3) The beautiful parish worship center which provides a serene environment for community prayers, faith formation, school masses, and holiday celebrations. The large campus also includes the school's garden center, baseball field, playgrounds, and the open space of the adjoining park.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results

Saint Colette School uses the *Terra Nova*®, 2nd Edition,³ standardized test published by CTB/McGraw/Hill. While the primary focus of the test is to provide a reliable and accurate measure of each student's performance against learning standards, the test is also an effective means to evaluate the school's curriculum, approach to teaching, and the learning environment. As a nationally administered test, the *Terra Nova*® also acts as a tool to benchmark the school's performance on a national scale. Recognizing the primary goal is to measure each student's performance against their learning goals, all students are tested annually from 2nd grade through 8th, providing regular feedback on student progress.

As a measure of success, Saint Colette School has consistently attained outstanding scores in all subject areas, including mathematics and reading, where based on the Normal Curve Equivalent (NCE) scores, the students have consistently performed in the top 10% nationally.

Reading / Language Skills Results

With *Terra Nova*®, 2nd Edition, reading skills are evaluated using multiple metrics including a Normal Curve Equivalent (NCE) and Objective Performance Index (OPI). The NCE score is comparable to a national percentile with an "even interval scale." The OPI evaluates the students' ability to master certain learning goals. The OPI score represents the expected number of items in a learning objective category that a student could be expected to answer correctly if there had been 100 items for that objective.

Objectives are set in 4 primary reading categories: *basic understanding*, *analysis of text*, *evaluation/ extending meaning*, and *identification of reading strategies*. Language skills are evaluated against 3 primary language objective categories: *sentence structure*, *writing strategies*, and *editing skills*. In each of these categories, students are evaluated on their mastery of learning objectives. For these two metrics, Saint Colette students perform consistently and significantly above the national median in all areas. For the highest grade tested, that being the 8th grade, students obtained NCE scores in reading and language 25 points above the median. When reviewing the OPI scores, students tested well above the median in **all areas tested for all grade levels**, with the 8th grade level scoring between 21 and 27 points above the average national OPI score in all objectives categories evaluated for reading and language skills.

The *Terra Nova*® test is a norm-referenced achievement test, which means the student's performance can be compared on a national and local scale using a national percentile scale. Even in the lowest category of achievement, Saint Colette students were 24 percentile points above the national median score. Students are also broken down into national and local *quartiles*. When reviewing the results using a quartile assessment of student mastery of skills, by the time students reach the 4th grade, over 90% of Saint Colette School students are above the national median score in reading and language skills. Finally, students are given a Grade Mean Equivalent (GME) score to indicate the year and month of school for which the students' level of performance is typical. In the reading and language assessment, the 8th grade student scored a 12.9 GME for both reading and language.

Mathematics Results

Mathematics skills are evaluated using the same metrics as reading and language. For the OPI, learning objectives are set in 9 primary categories: *numbering and numerical relations*; *computation and estimation*; *operation and concepts*; *measurements*; *geometry and spatial sense*; *data analysis – statistics and probability*; *patterns, function and algebra*; *problem solving and reasoning*; and *communication*.

In the mathematics assessments, Saint Colette School students have achieved as high as 35 percentile points above the national median OPI in key objective categories. In all grades, students tested above the national median OPI in all tested categories. By 5th grade, 100% of the students exceed the national median scores in mathematics. For the highest grade tested, 8th grade, students tested 27 points above the national median NCE with a Grade Mean Equivalent mathematics score for the 8th grade class at 12.9 GME. The eighth grade students scored 24 to 30 points above the national average OPI score in all math categories evaluated.

2. Use of Assessment Data

The Saint Colette School faculty works cooperatively to analyze the data provided by the *Terra Nova*® test. Each year, the principal meets with the entire staff to discuss the results of each grade level. Each teacher prepares a presentation of their grade level test results along with a critical evaluation of their findings. A plan for continuous improvement is included in each teacher's presentation. In a positive spirit of cooperation, these plans are peer reviewed by the other teachers who provide suggestions which ensure success. All suggestions consider the needs of individual learners, continuous curriculum adaptation, and professional development opportunities. The faculty then applies Backward Design Methods⁴ for curriculum development to ensure alignment of the curriculum to the recommendations.

Results are also used to address patterns, which may occur from grade to grade or over many years. An example of this occurred during the 2005-06 school year. After reviewing *Terra Nova*® results from the past five years, mathematics curriculum coordinators noticed a pattern developing. After much discussion and thorough analysis, the coordinators decided that certain areas in the mathematics curriculum needed reworking. The particular focus was on strengthening numeric computations in the early grades, to lay a more solid foundation for their future mathematics goals.

Teachers also use the *Terra Nova*® results to analyze student mastery of specific learning objectives. They identify at least two specific objectives in reading, language arts, science and mathematics in which the grade level showed improvement opportunities. The teachers then implement specific lessons to help students master their objectives. These lessons frequently take the form of regular review of important skills. *Terra Nova*® data also helps to identify those students who need individual attention to reach their learning goals, whether this need is a special service or an advanced learning goal.

Based on the overall objectives established to ensure student success, a plan for faculty development is established. These plans may include in-service workshops for the entire faculty or individual development plans targeting specific areas or topics. In recent years, workshops have included: Differentiated Learning, Technology Applications, and Backwards Design Methods for curriculum.

Finally, all learning resource materials such as books and software are required to meet the objectives measured by the *Terra Nova*® assessment tools. Publishers of textbooks and resource materials are required to indicate specific areas of the *Terra Nova*® assessment which can be positively impacted by their product.

3. Communicating Assessment Results

The faculty of Saint Colette School believes they are partners with parents in educating their children. Therefore, a priority is placed on communicating the assessment results to the parents. Approximately six weeks after the tests are taken, a report of each student's standardized test scores is sent by mail to their parents, along with a letter from the principal explaining the assessment scores. The principal and teachers schedule individual conferences with parents who request further discussion of their child's progress. When requested, a chart of composite standardized test scores is made available to parents and prospective school families to assist them in evaluating the school's effectiveness in education.

Following the distribution of results to parents, the principal prepares a presentation of the results for the School Board. The School Board reviews the results along with the key recommendations from the principal and faculty. This review by the School Board ensures that appropriate resources are included into the school's budget to support implementation of the faculty's recommendations.

The assessment results are communicated to the Superintendent of Catholic Schools for the Archdiocese of Chicago where they are used for curriculum and professional development planning.

Finally, a summary of the school's overall assessment results is prepared by the principal for distribution to key stakeholders in the community. This summary is printed in the weekly Parish Bulletin on the first Sunday following the review by the School Board. Also, a copy of the principal's summary is sent to the education editors of local newspapers. While the editors do not publish the test results directly, they are used as reference materials for feature articles about the school throughout the year. A copy of the summary is also available on the school's website immediately following publication in the parish bulletin.

4. Sharing Success

Through a coordinated process led by the Superintendent of Catholic Schools for the Archdiocese of Chicago, Saint Colette School's composite performance assessment data is collected and shared with other elementary and high schools that compose the Archdiocese of Chicago Catholic Schools system. Since all 218 elementary schools are required to administer the *Terra Nova*® assessment program, the schools can compare results, share best practices, and develop strategies to strengthen the entire network of schools. All school administrators participate in annual regional meetings dedicated to *Terra Nova*® assessment evaluation. Based on the results, the administrators review opportunities for curriculum adjustments. As a member of the Archdiocese Curriculum Committee, the principal of Saint Colette School influences the use of assessment results to drive improvements in curriculum development for the Archdiocese of Chicago schools.

For our junior high school students, assessment results are shared with the students' prospective high school counselors in order to ensure a coordinated learning plan once the students graduate from Saint Colette School. The junior high teachers include personal assessment reviews and recommendations which help the counselors align each student's learning plan with their ultimate goals and potential. Similarly, our teachers review the results of the local high school assessments in order to ensure their students are adequately prepared to meet the expectations of the regional high schools.

Saint Colette School also ensures effective communication with other key stakeholders in the community. Each week, the school publishes a newsletter which is distributed to all school families at the end of each week. To share our success with the parish community, highlights of the newsletter are included in the weekly parish bulletin distributed at all Sunday worship services.

The Marketing and Public Relations committee of the Saint Colette School Board is directed each year to ensure effective communication of the school's success. This committee meets weekly to develop communication materials targeting the local news media, the parish bulletin and special community mailings. This committee also coordinates two open house sessions during the school year to invite the entire community to view the students' exceptional work and the school's successes.

Finally, Saint Colette School enjoys tremendous community participation in reviewing student accomplishments at the school's *Science and Technology Night*, *Festival of Arts*, *Christmas and Spring Music Concerts*, and numerous sporting events.

PART V – CURRICULUM AND INSTRUCTION

Saint Colette School distinguishes itself with one of the broadest curriculum in elementary and junior high school education, fulfilling the commitment to develop the intellectual, social, physical and spiritual aspects of each child. The curriculum covers 11 areas of learning and is based on four guiding principles:

- The curriculum is research based with significant educational research showing the learning approach and content results in educational excellence;
- The curriculum is interdisciplinary, recognizing most subjects are complementary to other subjects;
- The curriculum's impact is measurable and;
- The curriculum is adaptable to individual learning needs.

Religion – The religious education program begins in the early childhood program and continues through the 8th grade. Faith education includes the daily teachings of Catholic catechism, sacramental preparation, and Christian morals and ethics. Service projects are required as a living example of Christian learning.

Reading – The reading curriculum is discussed in Part V Section 2 of this application.

Writing/ Spelling/ Penmanship – Writing skills are integrated throughout the curriculum of all grade levels. The *Scott Foresman Spelling*⁵ series and *Sadlier Junior High Vocabulary Development*⁶ resources are primary resources for this subject area. The *Zaner-Bloser Penmanship* curriculum⁷ encourages students to develop writing skills in support of all their studies.

Math – The *Everyday Mathematics*®, *Transition Mathematics* and *Algebra*⁸ curricula were developed by the University of Chicago Mathematics Project and are coordinated across all grades pre-K through 8th. This program highlights the incorporation of complex mathematics very early in education. As a result, the students consistently qualify for honors and advanced placement programs in the high schools they attend.

Science – Embracing the recommendations of the American Association for the Advancement of Science (AAAS), the science curriculum includes all 12 areas recommended by AAAS, including: Nature of Science (Science Inquiry), Mathematics, Technology, Physical Science, Living Environment, Human Life, Human Society, The Designed World, The Mathematical World, Historical Perspectives, Systems & Models, and Science Values & Ethics.

Foreign Languages – Classes in Spanish are required of all students in grades 6 through 8. Also, French language instruction is provided as an extracurricular language program.

Art – The art curriculum of Saint Colette School emphasizes the fundamental teaching that art, in all forms, is an expression of the beauty and majesty of God's creation. Art is taught not only as techniques in drawing and painting, but from a historic perspective through lessons of the great masters, artistic styles such as impressionist, realist & cubism, and artistic media such as oil, tapestry and sculpture.

Music – Saint Colette School recognizes music as a core element of each child's education. All students are provided music instruction that includes both practical instruction as well as music theory. Instrumental band is provided as an elective beginning in the 4th grade.

Social Studies – Saint Colette students excel in Social Studies learning through a curriculum of civics and government, economic perspectives, geography, world history and global cultures. Annual field trips to the state legislature, city council meetings, and local courts augment the classroom lessons.

Physical Education – As a component of the school's emphasis on the physical development of each child, the focus on physical education begins in preschool. Exceeding the standards for physical education, Saint Colette students attend three physical education classes each week covering team sports, fitness, healthy lifestyles, and personal safety. Also, 98% of eligible students participate in a team sport.

Technology – All students participate in technology classes that are integrated throughout all other areas of learning. All classrooms are equipped with computers which are connected to the school's local area network and to the internet. The Media Center maintains a full array of over 30 computers to provide full class instruction on keyboarding, internet, word processing, spreadsheets, graphics, and presentations.

2. **Reading Curriculum** - Recognizing the important role of reading in the entire educational process, students at Saint Colette School begin the fundamentals of reading in the 3 year old pre-school classes and continue through all 11 grade levels of the curriculum. In the early childhood program, teachers begin the basics of reading using the *Jolly Phonics*⁹ curriculum. This program was selected because it met 3 of the school's 4 basic criteria for selection of curriculum materials discussed in the previous section: 1) It has significant research supporting its effectiveness; 2) its impact could be measured through the assessment tools utilized by the school; and 3) it was adaptable to individualized learning plans. This approach emphasizes synthetic phonics as a means to significantly accelerate student reading skills. Even at this early age, independent reading goals are established for all students and their families, who maintain daily reading logs that record the books and reading time. This early introduction to reading instills a love for reading early in education. Phonics methods are employed throughout the early childhood program, with the result that most students read full chapter books by the 2nd grade.

Primary and intermediate grade level students utilize the *Scott Foresman Reading 2000*¹⁰ series. Again, this program met all four of the school's basic criteria for curriculum material selection, including the fact that it encourages the use of inter-curricular reading materials. In second grade, student reading skills are measured during the first weeks of school to establish reading readiness levels. Students with advanced mastery of reading skills are encouraged to participate in the school's *Accelerated Reading* curriculum which incorporates more complex and diverse reading materials into their lessons. The *Glencoe Literature, The Reader's Choice*¹¹ program is utilized in our Junior High School Curriculum. Reading materials vary to include technical, historic, novels, poetry, and journalistic styles.

For students with special needs, a reading laboratory provides individualized teaching allowing children to reach their maximum potential. The reading laboratory is staffed by a special education teacher skilled at identifying specific deficiencies and teaching methods to enhance the learning experience.

3. **Additional Curriculum Area:** Recognizing the increasing role of science and technology in the world, Saint Colette School has embraced the comprehensive recommendations of the *American Association for the Advancement of Science* as documented in their report *Science for All Americans*^{12,13}. The science and technology curriculum touches on all 12 recommendations including: (1) *The Nature of Science* which reviews the scientific world view, scientific methods of inquiry, and the nature of the scientific enterprise. (2) *The Nature of Mathematics* which incorporates theoretical and applied mathematics into the mathematics curriculum. The mathematics curriculum employs the *Everyday Mathematics*® approach developed by the University of Chicago Mathematics Project. This program is a comprehensive K-6th grade curriculum which builds on mathematics skills across 7 years of learning. For the 7th and 8th grade, the University of Chicago Mathematics Project *Transition Mathematics* and *Algebra* learning materials are employed. (3) *The Nature of Technology* examines how technology extends our abilities to change the world. All students participate in technology classes which focus on information science, computation, and software application. (4) *The Physical Setting* studies the structure of the universe and core physical sciences of chemistry, physics and earth science. (5) *The Living Environment* studies the living component of the world and how living organisms function. These lessons also study the interaction and interdependence of living systems and the environment. (6) *The Human Organism* lessons recognize that human life is distinct and requires a body of learning which goes beyond the simple biology of human life. The social and psychological aspects of human life are also taught. (7) *Human Society* considers the social behavior and social impact as a key lesson in science education. (8) *The Designed World* reviews principles of design. Recognizing the value of design, science project topics now allow students the option of submitting a unique invention. (9) *The Mathematical World* teaches students to recognize the numeric nature of the world. (10) *Historical Perspectives* illustrates how science has changed the world and the role of science in the basic understanding of the universe. (11) *Common Themes* apply the cross-curricular concepts to science. Here, students learn the multidisciplinary nature of problem solving using mathematics, science, technology and technical writing. (12) *Habits of Mind* instills fundamental scientific thinking, attitudes, and skills into lessons. Students learn to see science every day by reading science news and reports. As part of this lesson, junior high students submit two collections (20 articles each) of significant articles with summaries that show current *science in the news*.

4. Instructional Methods: As mentioned previously, the curriculum at Saint Colette School contains 11 core subjects aimed at the development of each child intellectually, socially, physically and spiritually. Recognizing that students respond to different instructional techniques, a variety of teaching methods are used at Saint Colette School. The teachers intermingle traditional and innovative approaches to increase student engagement and learning. These methods include the use of direct instruction, lecture and discussion, incorporation of technology, cooperative learning groups, learning centers, literature circles, paired reading, peer editing, graphic organizers, Touch Math, tutoring, coaching, and hands-on experiences. The faculty has received training in differentiated learning and targets their teaching method to the learning needs of students. While a variety of methods are used for the structured classroom curriculum, the emphasis on cross-curriculum, integrated learning is a specific strength of the Saint Colette School instructional method. At Saint Colette School, no subject is taught in a vacuum. Care is taken to ensure students understand that lessons learned in one subject are applicable across their curriculum and in real life. An example of this is seen in science education where science project research reports are assigned and graded as part of the language arts curriculum. Similarly, science project data analysis and graphing are a component of the mathematics curriculum. The science project is also a subject in the technology curriculum where spreadsheets and word processing are applied to the project. Also, students participate in the annual eCYBERMISSION project¹⁴. The eCYBERMISSION project is sponsored by the US Army and promotes the application of science, mathematics and technology to real-life issues and problems. Students work in teams with the technology, mathematics, science and social studies teachers to plan and execute projects with real impact. Over the past several years, the Saint Colette School teams have been very successful, with 4 teams awarded \$2,000 US saving bonds per student.

Another example of integrated learning is seen in art, music and religion. While the theory and techniques of art and music are taught as part of their respective subject areas, these subjects are also important aspects of the religion curriculum, where music and art are incorporated into the worship services. Students also study and prepare reports on the great masters as a component of the social studies and language arts curriculum. Field trips to the Lyric Opera House and Chicago Symphony Orchestra also augment the students' understanding of both music and Chicago's rich cultural heritage.

5. Professional Development: Saint Colette School has planned its professional development program to ensure that the staff has the skills to fulfill its mission. The plans are made through collaboration of the administration and the faculty with the advice of the school board. The professional development initiatives are focused on two distinct areas of development: curriculum content and educational processes.

In the area of curriculum content, the core subject areas of the curriculum undergo regular reviews for content and students' mastery of learning objectives. Curriculum adjustments and staff development are key components in this review. For example, when the *Everyday Mathematics*⁸ curriculum was introduced, developers from the University of Chicago held workshops with the teachers of all grade levels to develop their teaching skills using the new curriculum materials.

In the area of educational process development, the teachers have completed professional development in the areas of student portfolios, goal setting, and student led conferences. These processes are critical to the focus on family involvement in education. Backward design and assessment are two areas of professional learning that have been emphasized to help the school become a true community of learners. The skills learned in these areas help the faculty clarify: 1) what the children are to learn, 2) how the teachers know that they have learned those skills and 3) how to respond if the intended learning does not occur. Another area of professional development is aimed at ensuring that the teachers are able to fulfill their mission in faith education. Classes in the areas of scripture, morals, sacrament and theology aim to certify teachers as catechists of the Catholic Church.

Other areas of staff development include workshops on the application of technology in education, teaching gifted students or differentiated learning. Each teacher is also able to use \$1,100 toward their personal choice of classes or materials for their professional enrichment.

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): National Catholic Education Association, Council for American Private Education, Association for Supervision Curriculum Development, Archdiocesan Principals Association, National Conference of Teachers of Mathematics, National Science Teachers Association, International Reading Association
2. Identify the religious or independent associations, if any, to which the school belongs. (List the primary association first) **Roman Catholic Archdiocese of Chicago**
3. Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes X No _____
4. What are the 2006-2007 tuition rates, by grade? (Do not include room, board, or fees.)

Tuition rates are the same for all grades K-8, but vary by family size as shown below:

Grades Kindergarten through 8 th	Family Cost	Per Student Cost
Family Plan A – 1 Child	\$ 2895	\$ 2895
Family Plan B – 2 Children	\$ 4275	\$ 2138
Family Plan C – 3 Children	\$ 4845	\$ 1615
Family Plan D – 4 Children	\$ 4845	\$ 1211
Preschool	\$ 1175	\$1175
Pre-Kindergarten	\$ 1510	\$1510

4. What is the educational cost per student?
(School budget divided by enrollment) \$ 5059
5. What is the average financial aid per student? \$ 3522
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 70 %
7. What percentage of the student body receives scholarship assistance, including tuition reduction? 100 %¹

¹ A Saint Colette Parish subsidy is provided to every child to meet the actual cost of his/her education. No family is assessed the full cost of education.

PART VII - ASSESSMENT RESULTS

ASSESSMENT DATA REFERENCED AGAINST NATIONAL NORMS

SAINT COLETTE SCHOOL Rolling Meadows, IL

Test: Terra Nova Second Edition Multiple Assessment

Edition/Publication Year: 2001 Publisher: CTB McGraw Hill

Scores are reported here as (check one): NCEs X Scaled scores _____ Percentiles _____

Notes: Scores are reported as Normal Curve Equivalent (NCE). No students are excluded from the test. Scores were not disaggregated because subgroups were less than 10 students per class.

	2005-2006	2004-2005	2003-2004
Testing month	March	March	March
GRADE 8			
Reading	75.5	76.1	59.8
Mathematics	77.3	79.9	61.5
Number of students tested	17	15	16
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
GRADE 7			
Reading	69.4	70.4	70.8
Mathematics	67.9	80.1	75.6
Number of students tested	18	16	14
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
GRADE 6			
Reading	65.7	65.2	67.8
Mathematics	73.7	73.3	78.4
Number of students tested	19	24	18
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
GRADE 5			
Reading	76.1	74.3	72.1
Mathematics	77.2	75.4	68.9
Number of students tested	19	19	24
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0

ASSESSMENT DATA
REFERENCED AGAINST NATIONAL NORMS

SAINT COLETTE SCHOOL
Rolling Meadows, IL

Test: **Terra Nova Second Edition Multiple Assessment**

Edition/Publication Year: **2001** Publisher: **CTB McGraw Hill**

Scores are reported here as (check one): NCEs X Scaled scores Percentiles

Notes: Scores are reported as Normal Curve Equivalent (NCE). No students are excluded from the test. Scores were not disaggregated because subgroups were less than 10 students per class.

	2005-2006	2004-2005	2003-2004
Testing month	March	March	March
GRADE 4			
Reading	65.5	70.1	65.4
Mathematics	61.3	71.6	62.2
Number of students tested	13	20	21
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
GRADE 3			
Reading	55.8	59.3	61.9
Mathematics	60.6	77.3	71.6
Number of students tested	21	15	24
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
GRADE 2			
Reading	69.9	Not tested	Not tested
Mathematics	57.2	Not tested	Not tested
Number of students tested	13		
Percent of total students tested	100		
Number of students excluded	0		
Percent of students excluded	0		
Average across grades tested	Grade 2-8	Grades 3-8	Grades 3-8
Reading	68.3	69.2	66.3
Mathematics	67.9	76.3	69.7
Number of students tested	120	109	117
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0

References

- ¹ John Paul II, *Address to the National Meeting of the Catholic School in Italy*, in "L'Osservatore Romano", 24 November 1991, p. 4.
- ² Pope Paul II, Vatican Council, *Declaration on Christian Education, Gravissimum educationis, VI*, October 28, 1965.
- ³ *Terra Nova*®, The Second Edition, CTB/McGraw-Hill, Monterey, CA, 93940.
- ⁴ Wiggins, G., McTighe, J.. *Understanding by Design*, Prentice Hall (2001).
- ⁵ *Scott Foresman Spelling*, Scott Foresman Publishers.
- ⁶ *Vocabulary Workshop*, Sadlier-Oxford, New York (2005),
- ⁷ *Zaner-Bloser Handwriting*, Zaner-Bloser Publishers, Columbus, OH.
- ⁸ *Everyday Mathematics*®, *Transition Mathematics and Algebra* are a comprehensive pre-kindergarten through 8th grade mathematics curriculum developed by the University of Chicago School Mathematics Project, and published by Wright Group, McGraw-Hill (2002).
- ⁹ *Jolly Phonics*, Jolly Learning Ltd, Essex, UK.
- ¹⁰ *Scott Foresman Reading 2000*, Scott Foresman Publisher, Glenview, IL, 2000.
- ¹¹ *Glencoe Literature, Reader's Choice*, McGraw-Hill School Education Group New Media, Columbus, OH (2000).
- ¹² *Science for All Americans*, American Association for the Advancement of Science, Oxford Univ. Press, New York (1990).
- ¹³ *Benchmarks for Science Literacy*, American Association for the Advancement of Science, Oxford Univ. Press, New York (1993).
- ¹⁴ For information on *eCYBERMISSION*, visit: <http://www.army.mil/features/ecybermission>