

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-1 Charter

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

Official School Name St. Mary of the Annunciation School
(As it should appear in the official records)

School Mailing Address 22277 W. Erhart Rd.
(If address is P.O. Box, also include street address.)

Mundelein IL 60060-9551
City State Zip Code+4 (9 digits total)

County Lake State School CNumber* N/A

Telephone (847) 223-4021 Fax (847) 223-3489

Web site/URL www.stmaryfc.org E-mail ddedeo@stmaryfc.org

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.

Date Dec.6, 2006
(Principal's Signature)

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.

Date Dec.6,2006
(Superintendent's Signature)

Name of School Board President/Chairperson Mr. Dino DiVenere
(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.

Date Dec.6,2006
(School Board President's/Chairperson's Signature)

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

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

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. 9 _____ Number of years the principal has been in her/his position at this school.
N/A _____ 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				7	8	17	25
K	11	16	27	8	8	11	19
1	15	11	26	9			
2	18	7	25	10			
3	12	15	27	11			
4	13	12	25	12			
5	9	11	20	Other			
6	9	12	21		103	112	215
TOTAL STUDENTS IN THE APPLYING SCHOOL →							215

[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:
- | | |
|-------------------|----------------------------------|
| 95 | % White |
| 0 | % Black or African American |
| 3 | % Hispanic or Latino |
| 2 | % 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: 2 %

[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	1
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the 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	217
(5)	Total transferred students in row (3) divided by total students in row (4)	.02
(6)	Amount in row (5) multiplied by 100	2

8. Limited English Proficient students in the school: 0 %
 0 Total Number Limited English Proficient
 Number of languages represented: 1
 Specify languages: Polish

9. Students eligible for free/reduced-priced meals: 0 %
 Total number students who qualify: 0

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: $\frac{3}{7}$ % 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> </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u> </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> </u> Specific Learning Disability
<u> </u> Emotional Disturbance	<u> 7 </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> 0 </u>
Classroom teachers	<u> 9 </u>	<u> 0 </u>
Special resource teachers/specialists	<u> 2 </u>	<u> 4 </u>
Paraprofessionals	<u> 0 </u>	<u> 0 </u>
Support staff	<u> 2 </u>	<u> 0 </u>
Total number	<u> 14 </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 25:1

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	96 %	97 %	98 %	97 %	96 %
Daily teacher attendance	98 %	98 %	98 %	98 %	98 %
Teacher turnover rate	6 %	24 %	24 %	0 %	18 %
Student dropout rate (middle/high)	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school)	N/A%	N/A%	N/A%	N/A%	N/A%

PART III - SUMMARY

St. Mary of the Annunciation School is an integral part of the St. Mary parish community. From the parish, it looks for prayers, support, guidance, Christian witness, and opportunities for meaningful involvement. To the parish it provides prayers, support, strength, hope for the future, example, and willing service. Each enriches and is enriched by the other.

St. Mary of the Annunciation School embraces its mission to teach all students Christian values and foster their spiritual, academic, emotional, and social development. St. Mary of the Annunciation School nurtures students' unique God-given talents; to lead faith filled lives and to serve others with compassion and purpose. As a Catholic faith community, St. Mary of the Annunciation School strives to provide an environment in which families, staff, and students actively worship God. In union with parish, the school evangelizes the Gospel message through word and example. The children are called to the realization of their baptismal commitment through service to God and their neighbor.

St. Mary of the Annunciation School Staff, in partnership with the parents, guides the children to become faith-filled, knowledgeable, and active members of the Church and local communities. The faculty and staff demonstrate instructional expertise, exhibit a strong work ethic, and hold a deep desire to continually grow as professional educators. They provide an academically vigorous and Catholic learning climate through the use of “best practices”. The faculty uses multiple instructional strategies, rubrics, and a variety of communication methods with children and parents. Teachers in specialized areas of physical education/health, music, art, and technology, work collaboratively with the classroom teachers to integrate their disciplines into the core content areas. Spanish is incorporated into the curriculum in grades K-8 through technology classes and bi-weekly classes of conversational Spanish in grades 6, 7, and 8.

St. Mary of the Annunciation School provides a strong and comprehensive academic and spiritual program of studies for all students. Catholic values are incorporated into all aspects of the programs offered. Liturgies, prayer services, and service projects enhance the Catholic values and rich traditions of the Catholic faith. The curriculum content is meaningful, flexible, contemporary, and reflects the evolution of knowledge in a century of rapid change. Learning experiences emphasize the “whole child” by helping the student to become self-directed, curious, able to solve problems, and motivated to continue to learn.

The parents, volunteers, and organizations of St. Mary of the Annunciation School, especially the School Advisory Board and Home School Association, contribute and are involved in the school in appropriate ways. They volunteer as coaches for athletic teams, assist teachers for special classroom and service projects, supervise in the lunchroom and on the playground, and coordinate fund raising activities. They help build the positive family spirit that the school community enjoys.

The students express a sense of Catholic identity and stewardship, respect, kindness, and service to others through activities such as: participation in clothing and food drives, disaster relief efforts, and the buddy program. Student Council, DARE, and student participation in church liturgies are some of the activities that foster leadership and moral decision making. The students are actively engaged, purposeful learners who evidence a desire to succeed and to be their best.

As a school of excellence St. Mary of the Annunciations School provides an environment where students are nurtured in their Catholic faith, guided toward academic success, and model stewardship through service to the community.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results: All St. Mary of the Annunciation students in grades one through seven are assessed yearly using the TerraNova, the Second Edition, Multiple Assessment Test in conjunction with the InView, an aptitude test measuring cognitive abilities. Eighth grade students are required to take high school entrance tests at the high school of their choice. Therefore, no standardized test is given to them at St. Mary of the Annunciation. Students having formal IEPs (Individual Educational Plans) requiring modifications for time and reading are provided with the accommodations, but their scores are not included in the class averages. The CTB/McGraw-Hill Company does not include modified tests in general scoring but does give individual reports to the students.

The TerraNova test is administered in March each school year. Objectives covered in the TerraNova reading test include basic understanding, analyzing text, evaluating and extending meaning, and identifying and applying reading strategies. Objectives covered in the TerraNova mathematics test include numbers and numerical relations, computation and estimation, measurement, geometry and spatial sense, statistics and probability data, functions and algebra, problem solving and reasoning, and communication. The 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. In 2006, the St. Mary of the Annunciation mean CSI ranged from 115 in grade six to 121 in grade three.

The March 2006 TerraNova test provides the National Percent of the Mean NCE score. This score is computed by adding the Normal Curve Equivalent scores of all students in a group and then dividing by the number of students in that group. The standard deviation is a statistic that shows the spread of scores. St. Mary of the Annunciation National Percent range for reading, spans from 62.4% in second grade to 74.8% in fifth grade, with a standard deviation of 12.7% to 13.1%. The mathematics assessment for the National Percent range is from 65.5% in sixth grade to 76.8% in first grade, with a standard deviation of 15.3% to 10.4%.

When the class mean in reading is compared to the 90th percentile school ranking provided for TerraNova by the NCLB-NBR application document, St. Mary of the Annunciation seventh grade students as a group test in the top10% of all school groups on these national norms. Seventh grade reading NCE is 69.4, as compared to the benchmark NCE of 65.8. In mathematics, St. Mary of the Annunciation seventh graders scored a 71.6 as compared to the benchmark of 64.1.

To assess the distribution of St. Mary of the Annunciation students tested one can examine the number of students who score in each quartile. The following table represents that distribution.

	8R	8M	7R	7M	6R	6M	5R	5M	4R	4M	3R	3M	2R	2M	1R	1M
01-25 Q I	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0
26-50 Q II	3	3	1	3	5	4	0	3	2	3	3	2	3	4	0	0
51-75 Q III	5	6	5	2	4	6	5	7	7	2	5	5	13	6	6	3
76-99 Q IV	8	12	15	16	15	14	18	13	11	15	15	16	10	17	20	23

Q= Quartiles

R= Reading

M= Math

2. Using test results: The TerraNova test scores allow teachers at St. Mary of the Annunciation School to evaluate each student's knowledge and application of skills in the core academic subject areas tested. The TerraNova Assessment results are reviewed by the principal, who maintains a comprehensive data base to assess the individual progress of students in grades one through seven, as well as tracking class group scores from year to year. The Cognitive Skills index is an invaluable tool, which roughly assesses individual student ability and the anticipated achievement scores from which actual achievement scores can be compared. The combination of this information helps to identify academic deficiencies, academic achievement above the mastery level, and to monitor the progress of all students. These results are also reviewed by teachers to enable them to develop a comprehensive program to help each student learn to his/her optimum level of achievement. Programs for the students who are not achieving to their optimum level of achievement may include but are not limited to: re-teaching, tutorial services, remediation, and/or referral to the local public school district for a full case study. Programs for students who achieve above the mastery level again may include but are not limited to: participation in the local public schools gifted program, enrichment tutoring, and technology programs to further enhance their knowledge and skills.

Administrator and staff analyze data in terms of multi-year trends that may appear. Staff development or curriculum changes are made regarding particular content areas that are in need of revision. Attention to the Illinois State Standards and the guidelines from the Archdiocese of Chicago are given utmost attention in all areas of curricula.

3. Communicating Assessment Results: Three times a year parents receive mid-trimester reports and trimester report cards that include grades on achievement, effort, and behavior. In addition, grades Kindergarten through five send home a weekly report which may include but is not limited to: grades achieved, effort, and conduct. Grades six through eight send home information on grades achieved, effort, and conduct, on a timely, as needed basis. Formal parent-teacher-student, conferences are held twice a year. Open communication is encouraged and reinforced between parents and teachers, through such means as: parent/student handbook, email, voice mail, written notes, and comments in student assignment books.

In late spring the TerraNova test results are returned and individual student results are provided to the parents in the form of the *Home Report* which is supplied by the testing company. The report for grades three, five, and seven gives parents information on obtained achievement scores, along with anticipated scores. A chart that compares the local and national performance averages for grades one through seven on the measured objectives is also given. Parents are afforded the opportunity to conference with the teachers regarding these results. The principal shares with the School Advisory Board: school wide results, class averages, and class group scores that have been tracked year to year. This information and how it pertains to meeting the individual needs of students, the enhancement of curricula, and school wide goals is also shared. The eighth grade has participated in the Notre Dame study as required by the Archdiocese of Chicago. The test results placed them in the 90th percentile. This information has been shared with the parents and is documented in this report. The eighth grade students take the entrance exams with their local public high school and/or local private school. Results are shared with the parents, administrator and teachers at St. Mary of the Annunciation School, and help to establish freshman placement.

4. Sharing Success: The principal meets monthly with other local Catholic elementary principals and public school principals. At those meetings, time is set aside for principals to share best practices and innovative ideas. The principal also serves on Archdiocesan School Improvement Planning Teams. These visits to other schools allow an opportunity to share successes and best practices. Articulation meetings with curriculum department chairs of the local high schools are attended by the principal and faculty of the junior high, to assure successful transition of students. St. Mary of the Annunciation's School Advisory Board developed a new school brochure to show-case the relevant information pertinent to the school. This brochure is shared with local housing developers, new parishioners, organizations, and members of the community who have an interest in the school.

Through the efforts of the Home and School Association Publicity Committee, the general public is informed of significant school events. Reporters are invited to school to report on the schools activities and achievements.

The faculty and staff network with local public and private schools to share the strengths of the school in areas of curriculum, technology, and character development. Staff development is also done with local private schools to enhance teacher instruction and curriculum.

St. Mary of the Annunciation School maintains a website which has a myriad of information regarding curriculum, school activities, and liturgical celebrations.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

Religion: St. Mary of the Annunciation religion curriculum develops a strong awareness of Catholic identity and encourages community service to build individual and social responsibility. Religion classes are taught daily and include prayer, instruction in Scripture, church history, liturgical seasons, and sacramental preparation. Weekly school masses are prepared and attended by the students. Faculty and students share a sense of community through a variety of service projects.

Language Arts: The Language Arts curriculum integrates reading, phonics, vocabulary, grammar, and writing skills. Reading of rich literature enhances comprehension, vocabulary, analysis, and critical thinking skills. Written information places a high emphasis on spelling, grammar, and daily oral language skills. There is a connection made in all areas of curricula.

Mathematics: Instruction of mathematics emphasizes concepts that will enhance life long skills. The mathematics program is strong in: problem solving, computation, estimation, decimals, fractions, analysis of data using graphs, statistics, and probability. Algebra is introduced in all grade levels. Seventh grade completes Pre-Algebra and eighth grade completes Algebra. This gives the students the advantage of pursuing advanced mathematics in their freshman year.

Science: Physical, earth, and life sciences are explored through hands on activities, direct instruction, reading, and writing assignments. The program is further enhanced by technology and participation in a regional and state sponsored science fair.

Social Studies: Social Studies is a comprehensive program which includes: government, U.S. history, world history, community living, map and globe skills, and an awareness of cultural diversity. Seventh grade completes an extensive unit on Federal and State Constitutions and government.

Spanish: Students in grades one through six study vocabulary, grammar, and writing. Students in grades seven and eight enjoy a more comprehensive program of the language in conversation, writing, and further instruction on Spanish culture.

Physical Education/Health: The program encompasses an awareness of physical fitness, health, wellness, and safety, through a participation in a variety of sports and activities. Sportsmanship and effort are emphasized through team work, understanding of the rules, and the strategies and skills of the game or activity.

Technology/Computer Skills: The technology program consists of, but is not limited to the use of: the Internet for research, the Microsoft Office Suite, the Rosetta Stone language software, computerized keyboards, and design programs. A wide variety of software applications allow for computer assisted instruction in all content areas at all grade levels.

Art: Students enjoy a variety of media while exploring the elements and principles of art. Students are given brief introductions to master artists and examples of their work. Seasonal projects are done to encourage creativity and expression.

Music: The music curriculum includes: singing, music theory, appreciation of composers and their work, instruments, and liturgical music. Band is offered in grades four through eight.

2. Description of Reading Curriculum: The reading curriculum prepares the students to be life long readers. St. Mary of the Annunciation chose the **MacMillan-McGraw Hill** series for the Kindergarten. Through this series the students learn the alphabet, sounds, blending of sounds, and then are able to read primer books. Phonics is strongly emphasized, as well as listening skills and following directions. Most kindergarten students read by the end of the year. In grades one through five the **Silver Burdett-Ginn** series is used. Through this series the students continue to develop a strong phonemic base. The series is literature based, which encourages the students to read. This series teaches such skills and strategies as: comprehension/critical thinking; vocabulary/word study; literary analysis and appreciation; creative writing; grammar usage and mechanics/spelling; listening; and speaking. The **Prentice Hall** series was chosen for the sixth, seventh, and eighth grades because of its diverse literary selections and use of a wide range of classic and contemporary authors, playwrights, and poets. The series provides real life connections that engage and motivate students. It also incorporates integrated skills instruction, and strategies for reading success. Novels are used to augment textbooks. Students interact in groups through literacy circles, role playing, and tag-team reading. After completion of each unit, the students, as part of a Writing Process Workshop, are able to write pertinent essays.

The **Accelerated Reading Program** is used in grades Kindergarten through eighth grade to further develop reading comprehension and provide a challenge for every student at their individual reading level. With the subscription to the Web-based Renaissance Learning programs, the students have access to over one hundred thousand quizzes on a variety of genre. Many of the books are available not only in classroom libraries, but in the school library as well. The students find reading exciting, fun, interesting, and valuable.

3. Description of one other curriculum area (Mathematics): The mathematics curriculum is challenging for all students and exemplifies our mission of academic excellence. It ensures student proficiency in: number and number relations; computation and estimation; operation concepts; measurement; geometry and spatial sense; data, statistics, probabilities; patterns, functions, and algebra; problem solving and reasoning; and applications to daily living. St. Mary of the Annunciation School students in Kindergarten through fifth grade use the **MacMillan McGraw-Hill Math** series. This series is aligned with the Illinois Learning Standards Mathematics Performance Descriptors, it is correlated with NCTM Standards, and it is closely aligned with the TerraNova testing standards. The MacMillan –McGraw Math Series was chosen because it provides the students with: hands on activities to build conceptual understanding; opportunities to read, write, and talk about math thus developing math literacy; and differentiated instruction makes it possible for teachers to consistently reach every student. The **Glencoe Mathematics** series is used in the sixth, seventh, and eighth grades because it offers a comprehensive and well-balanced program to prepare students for future success in advanced math courses. The program is especially strong in presenting an in-depth study of algebraic concepts. Critical thinking is stressed, and problem solving strategies engage the students. Students have the opportunity to write, explain, make conjectures, and prove mathematical relationships.

The Glencoe Mathematics program provides outstanding student support to solve real- life problems. Career relationships are available in each chapter to address student interest. The strategies, activities, and assessments enhance the curriculum and provide the essential skills for success in higher mathematics courses. Eighth grade students successfully complete a full year of algebra and many place into honors level math classes in high school.

Technology is interwoven in the curriculum across the grade levels. The **Accelerated Math Program** is comprised of a series of libraries which consist of objectives that parallel concepts taught in the classroom. It is used to reinforce basics skills, as well as give challenge to those who achieve the mastery level.

4. Instructional Methods: The faculty at St. Mary of the Annunciation School demonstrate instructional and academic expertise at all grade levels. Curricula have been aligned to State and Archdiocesan standards. Current research and best practices are considered in the development and revision of curricula. Lessons and assessments are designed to meet student needs and provide consistency from grade to grade. Teachers utilize textbooks and workbooks as tools, but also instruct using a variety of techniques and grouping. Catholic values and teachings permeate all subject areas, including the special programs (art, music, physical education). The faculty consistently reflects on their work, using methods that make the most productive use of classroom instructional time. They observe and assess student success, and adjust their teaching methods accordingly. To help the students achieve their optimum learning level, teachers utilize techniques such as: direct instruction, indirect instruction, interactive instruction, experiential learning, and independent study. A standard school wide assignment book in grades one through eight is required to help students maintain organization and complete assignments in a timely manner. At the primary and intermediate levels, parents are required to sign the student's assignment notebooks to help them establish good study skills. In conjunction with the guidelines set by the Archdiocese of Chicago, St. Mary of the Annunciation adopted the Backward Design Curriculum Model for teaching. Using this model teachers do the following: 1) define the learning based on the objective of the lesson; 2) design assessments using a variety of assessment measures, both teacher created and standardized; 3) prepare lessons and select strategies; 4) choose textbooks and materials. Backward Design is reflected within curriculum mapping and teachers' weekly lesson plans.

The Fine Arts (art/music) and Technology programs emphasize the integration of learning across the disciplines. By integrating Fine Arts and Technology, the faculty is able to enhance and reinforce all curricula using different techniques. To effectively use technology as a tool, the students learn computer operations and a variety of software applications. The faculty instructs students on the appropriate use of the Internet as a research/learning tool.

5. Professional Development: The administration and faculty at St. Mary of the Annunciation School works collaboratively to determine the school goals for professional development. Administration strongly encourages the faculty to pursue professional development numerous workshops, courses, and conventions that will enhance their teaching skills and fulfill their requirements for the renewal of their state teaching certificate. Opportunities have also been provided to obtain credits towards catechetical certification, as mandated by the Archdiocese of Chicago. Monies are provided in the budget to offset the cost of teacher professional development. Teachers are encouraged to maintain memberships in a variety of professional organizations such as: NCEA, NCTM, ASCD, AMC, and IAHPERD.

Teachers articulate with other teachers from local Catholic schools as well as the public and private high schools. Teachers utilize the Internet to network with other teachers and participate in on-line projects. As a result of these sharing experiences, teachers are able to adapt ideas to their curricula units at all levels. Institute Days offer a rich variety of professional speakers on current educational trends and classroom management. Teachers are provided in-service opportunities to learn specific computer programs. These programs include: Microsoft Office Suite, Renaissance Learning Libraries, Rosetta Stone language software, and River Valley and Parish Data Systems software for school management.

These varied staff development activities enable the administration and faculty of St. Mary of the Annunciation School to utilize the knowledge gained and share it with the students, so that they become successful learners. The attached test scores are one indication of this success.

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, CAPE, ASCD, APA, NCTM, NAESP, AMC, LCCRC, ICNS, & IAHPERD

(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>3526</u> K	\$ <u>3526</u> 1 st	\$ <u>3526</u> 2 nd	\$ <u>3526</u> 3 rd	\$ <u>3526</u> 4 th	\$ <u>3526</u> 5 th
\$ <u>3526</u> 6 th	\$ <u>3526</u> 7 th	\$ <u>3526</u> 8 th	\$ _____ 9 th	\$ _____ 10 th	\$ _____ 11 th
\$ _____ 12 th	\$ _____ Other				

4. What is the educational cost per student? (School budget divided by enrollment) \$ 4145

5. What is the average financial aid per student? \$ 619*/student *amount of parish subsidy

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 0%

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 0%

PART VII - ASSESSMENT RESULTS

**St. Mary of the Annunciation School
TerraNova Assessments
Referenced Against National Norms**

Terra Nova Second Edition, Multiple Assessment

2001 Edition/Publication

CTB McGraw Hill

Scores are reported as percentiles; no students were excluded from the test

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

Grade 8*

<i>Reading</i>	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing Month	March	March	March	March	March
NATIONAL MEAN SCORE NCE	70.1				
Number in group	21				
Percent of students tested	100				
**Number/percent excluded	0				

School Mean NCE at 90% of National School Norms – 65.8

<i>Mathematics</i>	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
NATIONAL MEAN SCORE NCE	67.8				

School Mean NCE at 90% of National School Norms – 65.5

Grade 7*

<i>Reading</i>	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing Month	March	March	March	March	March
NATIONAL MEAN SCORE NCE	69.4	66.9	66.6	64.6	67.3
Number in group	21	21	23	26	17
Percent of students tested	100	100	100	100	100
**Number/percent excluded	0	0	0	0	0

School Mean NCE at 90% of National School Norms – 65.8

<i>Mathematics</i>	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
NATIONAL MEAN SCORE NCE	71.6	79.5	71.3	65.9	78.7

School Mean NCE at 90% of National School Norms – 64.1

*The Archdiocese of Chicago required that the eighth grade participate in the University of Notre Dame study by taking the TerraNova tests in the spring of 2006. Both seventh and eighth grades scored in the 90th percentile. CAPE officials suggested that both sets of results be included in this application.

**All students are tested. Students with IEP's requiring testing accommodations (extended time, test read aloud) are excluded from group norms by the testing company.

Grade 6

<i>Reading</i>	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing Month	March	March	March	March	March
NATIONAL MEAN SCORE NCE	66.7	69.1	67.2	65.2	62.8
Number in group	24	22	20	24	23
Percent of students tested	100	100	100	100	100
**Number/percent excluded	0	0	0	0	0

School Mean NCE at 90% of National School Norms – 64.8

<i>Mathematics</i>	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
NATIONAL MEAN SCORE NCE	65.5	65.8	63.4	64.7	54.4

School Mean NCE at 90% of National School Norms – 64.5

Grade 5

<i>Reading</i>	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing Month	March	March	March	March	March
NATIONAL MEAN SCORE NCE	74.8	72.7	77.2	68.9	64.3
Number in group	23	26	21	19	27
Percent of students tested	100	100	100	100	100
**Number/percent excluded	0	0	0	0	0

School Mean NCE at 90% of National School Norms – 69.2

<i>Mathematics</i>	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
NATIONAL MEAN SCORE NCE	69.2	66.7	71.1	67.4	61.3

School Mean NCE at 90% of National School Norms – 63.8

Grade 4

<i>Reading</i>	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing Month	March	March	March	March	March
NATIONAL MEAN SCORE NCE	65.4	77.7	67.5	74.2	73
Number in group	20	23	25	25	20
Percent of students tested	95	100	100	100	100
**Number/percent excluded	1/5%	0	0	0	0

School Mean NCE at 90% of National School Norms – 63.8

<i>Mathematics</i>	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
NATIONAL MEAN SCORE NCE	70.3	74.7	72.9	75.5	71.6

School Mean NCE at 90% of National School Norms – 64.1

**All students are tested. Students with IEP's requiring testing accommodations (extended time, test read aloud) are excluded from group norms by the testing company.

Grade 3

<i>Reading</i>	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing Month	March	March	March	March	March
NATIONAL MEAN SCORE NCE	66.9	63.9	72.8	66.9	69.4
Number in group	23	23	20	25	26
Percent of students tested	100	100	100	100	100
**Number/percent excluded	0	0	0	0	0

School Mean NCE at 90% of National School Norms – 64.1

<i>Mathematics</i>	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
NATIONAL MEAN SCORE NCE	69.8	63	83.9	71.1	73.2

School Mean NCE at 90% of National School Norms – 64.5

Grade 2

<i>Reading</i>	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing Month	March	March	March	March	March
NATIONAL MEAN SCORE NCE	62.4	71.5	64.8	71.6	69.6
Number in group	27	27	24	25	24
Percent of students tested	100	100	100	100	100
**Number/percent excluded	0	0	0	0	0

<i>Mathematics</i>	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
NATIONAL MEAN SCORE NCE	69.2	72.7	77	66.8	68

Grade 1

<i>Reading</i>	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing Month	March	March	March	March	March
NATIONAL MEAN SCORE NCE	73.7	72.9	67.3	60.6	66.8
Number in group	26	26	23	25	27
Percent of students tested	100	100	100	92	100
**Number/percent excluded	0	0	0	2/8%	0

<i>Mathematics</i>	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
NATIONAL MEAN SCORE NCE	76.8	69.2	72.7	68.5	65.6

**All students are tested. Students with IEP's requiring testing accommodations (extended time, test read aloud) are excluded from group norms by the testing company.