

2008 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education Public Private

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

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

Official School Name Cardinal Joseph Bernardin Catholic School
(As it should appear in the official records)

School Mailing Address 9250 W. 167th Street
(If address is P.O. Box, also include street address.)

Orland Hills, IL 60487-5934
City State Zip Code+4 (9 digits total)

County Cook State School Code Number* 14-016-577X-10-0000

Telephone (708) 403-6525 Fax (708) 403-8621

Web site/URL www.cardinaljbschool.com E-mail jschutter@cardinaljbschool.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 _____

Name of Superintendent* Sr. Judith Cauley, CSJ, Interim Co-Superintendent
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Archdiocese of Chicago Office of Catholic Schools Tel. (312) 751-5200

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 Mrs. Natalie Boden
(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.*

Mail only by FedEx or UPS original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, RM. 5E103, Washington DC 20202-8173

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 2007-2008 school year.
3. If the school includes grades 7 or higher, the school must have 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 2002 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. 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.

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. 8 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	13	13	26	7	43	44	87
K	32	30	62	8	41	38	79
1	26	37	63	9			
2	31	34	65	10			
3	42	45	87	11			
4	48	37	85	12			
5	47	45	92	Other			
6	45	58	103				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							749

6. Racial/ethnic composition of the school:
- | | |
|-------------------|----------------------------------|
| <u>0</u> % | American Indian or Alaska Native |
| <u>5</u> % | Asian or Pacific Islander |
| <u>0</u> % | Black or African American |
| <u>5</u> % | Hispanic or Latino |
| <u>90</u> % | White |
| 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	2
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	1
(3)	Total of all transferred students [sum of rows (1) and (2)]	3
(4)	Total number of students in the school as of October 1	758
(5)	Total transferred students in row (3) divided by total students in row (4)	.004
(6)	Amount in row (5) multiplied by 100	.4

8. Limited English Proficient students in the school: .13%
 1% Total Number Limited English Proficient

Number of languages represented: 1
Specify languages: Tagalog

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

Total number students who qualify: 10

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.

Part III – Summary

Cardinal Joseph Bernardin School (hereafter referred to as CJB) is a regional Catholic Elementary School located in Orland Hills, Illinois. Children from St. Elizabeth Seton, St. Julie Billiart, St. Francis of Assisi, and St. Stephen, Deacon and Martyr Parishes are served by this school. The school supports the mission of each of these four sponsoring parishes while building a school community of believers.

CJB is in a state of the art building with bright, spacious, climate-controlled classrooms that provides an optimal learning setting. A fully equipped science lab, gymnasium, art, music, and band rooms support the curriculum. An automated library with a special reading area enhances literary opportunities. A computer lab, networked classrooms, a mobile wireless computer lab, and SMART Board technology provide necessary technological tools for the 21st century. Students learn communication skills and share learning through the Production Studio.

The school opened with Grades K through 6 in September, 2000. The first 8th grade class graduated in June, 2003. A preschool program began in 2003 for four year olds. An Extended Day program is offered before and after school. Currently, over seven hundred students are enrolled in our school.

Modeling after the life of Cardinal Joseph Bernardin, all members of the school community work together to build a faith community where peace is pervasive and respect for all of God's people is expected. Each day begins with a school-wide prayer and the Pledge of Allegiance from the school's Production Studio. The Chaplaincy Program pairs one of the sponsoring parish priests with a school grade level. Service opportunities are regularly offered through the Student Council and the Family School Association. Parent volunteers assist with the Virtue Program, a monthly values education program.

CJB meets or exceeds the requirements set forth by both the State of Illinois and the Archdiocese of Chicago Office of Catholic Schools. The curriculum challenges students to reach their full academic potential; teaches the core components of religion, reading, mathematics, language arts, science and social studies; includes computers, health, physical education, art, music, and library programs; and offers Spanish as second language instruction. A Learning Resource center offers additional reading support for primary students. The Academic Enrichment Program enhances the curriculum of academically talented students and a Learning Disabilities teacher services children with academic needs. The summer school program reinforces core subjects. Social work services are available for students. Field trip experiences utilize the rich and varied educational and cultural offerings found in the surrounding metropolitan area. Junior high students are offered opportunities to tour Springfield, Illinois and Washington, DC.

Students at CJB strive to develop their own personal identities while maximizing their God-given talents by participating in extra-curricular activities. Arrays of activities are offered after school for students to explore their talents and develop their interests and social skills. The school Spelling Bee, Invention Convention, MATHCOUNTS program, and Peer Tutoring enhance classroom learning. Choir, band, visual arts enrichment, and a drama program are offered to students with interest in the fine arts. The Athletic Program teaches skills, teamwork, and school spirit. Annual assemblies, daily broadcasts, and the Junior National Honor Society recognize student achievement.

Parents play a critical role in the support and enhancement of the educational and faith development of their child. Over two-hundred fifty parents and parishioners assist the school in many capacities through the Volunteer Program. The School Council that includes the Principal, the Executive Pastor, and three members from each sponsoring parish offers advice in the areas of finance, development, and marketing. The Family School Association provides social opportunities for families and informative programs for parents.

Part IV – #1 Assessment Results

The students at Cardinal Bernardin School have achieved excellent performance on standardized tests. CJB students take the Terra Nova Second Edition Multiple Assessment, a nationally normed test, which is administered in all Catholic schools in grades 3, 5, and 7, as is required by the Archdiocese of Chicago. The standardized tests, which measure academic performance, are used in conjunction with ongoing classroom assessments to follow a student's academic progress.

The scores for 2007 below are reported in National Percentile scores. These scores are not to be confused with a percent grade that a student receives on a classroom test. National Percentile scores represent a national ranking. For example, the 7th grade math score of 86 means that the median (middle) score of the 7th grade students at CJB School was better than 86% of the students in the country who were in the norm group used to develop the Terra Nova test. CJB's students scored well above the median of 50 percentile in all areas, as shown below:

	Reading	Language Arts	Math	Total
Grade 3	79	86	72	81
Grade 5	77	82	81	83
Grade 7	79	92	86	88

While still above the median, the 3rd grade math scores were lower in 2007 than the previous years. The primary math teachers met with the Principal to analyze the possible reasons for the drop in scores. Thus, the Terra Nova learning objectives and assessment scores were useful in devising strategies to improve performance in math and making adjustments to the curriculum.

In addition to testing in specific subject areas, there are twenty-nine learning objectives assessed each year by the Terra Nova. CJB's students' average performance ranks above the Mastery Range on all objectives tested at each grade level. The results of these learning objectives further assist the teachers in planning for individual student needs for the next school year.

The Terra Nova tests also assist the school in its instructional planning. In the four years following the school's opening in 2000, all grades were given the Terra Nova test to monitor the new school's academic progress and curriculum development. The Terra Nova scores were used by the school to analyze the strengths of the school's curriculum and further develop other areas. When the Terra Nova scores showed that the students were performing at high levels, CJB became confident its curriculum was providing a solid foundation of learning for its students. After 2004, the school began testing as required by the Archdiocese, and uses the test scores to reflect on the school's curricular programs and instructional methods.

Parents and community members often ask how CJB's school performance compares with other schools. Information can be found on the Archdiocese of Chicago's Office of Catholic schools website showing comparisons among other Archdiocesan schools. In the most recent year reported by the Archdiocese, 2006, CJB's students scored above the Archdiocesan average by ten points in all grades tested in reading and above the Archdiocesan average by ten points in grades 5 and 7 in math. The website address is http://schools.archdiocese-chgo.org/pdf/annual_reports/annual_report_07.pdf.

The Council for American Private Education (CAPE) publishes equivalencies for the nationally normed achievement tests to determine if the individual school is in the top 10 percent of the schools in the nation in reading and mathematics. The test scores of CJB's students fall above the 90% range in reading in grades 3, 5 and 7. Math scores in grades 5 and 7 fall above the 90% range. Math scores for grade 3 were just slightly below the 90% mark. Further information can be found on the CAPE website. The website address is http://www.ed.gov/programs/nclbbrs/priv_school_assess.doc.

Part IV – #2 Using Assessment Results

Teachers use assessment data in several ways. Standardized test data, report card grades, and teacher recommendations are used to assign students into homerooms that are heterogeneous in regards to academic ability. The same data is used to group students for reading in grades 4-6 and for math and science in grades 7 and 8. In classes where students are not grouped based on these factors, teachers use test data to differentiate classroom-learning activities to meet student needs.

Primary grade students attend the Learning Resource Center (LRC) each week. Students' progress is monitored using the *Lexia* computer assisted phonics program, the *SRA* reading program, and *Fluency First* oral reading program. The data from these programs and the textbook reading theme tests are used to determine if students should be included in the Open Court Reading–Phonemic Awareness (PAC) program. In PAC, small groups of primary students are serviced twice weekly by a primary reading resource teacher.

Beginning in third grade, standardized test score data is used to identify students in the lower 50th percentile in reading and math. These students are considered “at risk”, and their daily class progress is monitored throughout the year. The students may be serviced by the learning resource teacher and/or referred to the district for further testing.

Additionally, beginning in fourth grade, standardized test scores are used to identify students whose scores are in the top two percentile in reading or math, and the top ten percentile in the other (reading or math) score. Along with report card grades and teacher recommendation, these students are invited into the Academic Enrichment Program.

Both at mid-quarter and at the end of each quarter, the progress of at risk students and enrichment students are evaluated at grade level team meetings. Classroom performance and ongoing assessments are used for the evaluation. Plans are then made to meet the needs of these students.

The administration and faculty review the annual Terra Nova scores to monitor and evaluate ongoing school performance by student, grade, and curricula.

Part IV – #3 Communicating Assessment Results

Student performance is communicated to parents and students annually through the fall Parent /Teacher/ Student Conferences, quarterly through report cards, and mid-quarterly through progress reports for struggling students. Additional meetings with parents and teachers of at risk students are scheduled at the beginning and end of the year, and whenever it seems prudent. Teachers communicate frequently with parents by telephone and e-mail.

Terra Nova test results are sent home to parents of students in grades three, five, and seven. A letter is sent to all school parents reporting the overall school results on the Terra Nova. The scores are compared to other nationally normed tests using the CAPE equivalencies. This letter interprets the data to enhance parent understanding of CJB's outstanding performance. The Terra Nova data is reviewed annually with the School Council. This test data is shared with the school's constituents through an article published in the bulletins of CJB's four sponsoring parishes and through placement on the school's web page.

The Principal writes a monthly eight to ten page newsletter for parents. Student performance in academic competitions, local spelling bees, the annual Invention Convention, various writing and art contests, the annual school play, band solo competition, and various classroom learning activities are featured in the newsletter. Student achievement in community events, such as Scouts and athletics, are also highlighted. The newsletter is posted on the school's web site for the community's perusal. Selected achievements are featured in parish bulletins, local publications, and in *The Beacon*, a school newsletter mailed to parishioners in each sponsoring parish. Parents are also invited to submit students' achievements from outside of school for placement on the school web site under the *Remarkable Cardinals* section.

One exciting way that students highlight their classroom learning and achievements is through the school's Production Studio. On Fridays, students share various projects, such as poetry, prayers, individual travel reports, as well as, social studies, science, foreign language, and Academic Enrichment projects, etc., with the school community. Student learning is also shared through *The Bugle*, the sixth grade monthly newspaper, which reports on student learning in each subject in the junior high.

Part IV – #4 Sharing Success

Cardinal Bernardin School was built on the example of its namesake, Cardinal Joseph Bernardin, who was known for "building bridges" of communication. CJB endeavors to live up to that model in many areas, including sharing success on a professional level.

CJB teachers have been generous with their time on Archdiocesan planning committees. Seven CJB teachers served on Archdiocesan Curriculum Committees for writing new curricula in math, health, social studies, and language arts. To develop strategies for providing services for students with special learning needs in Catholic schools, CJB's learning resource teacher has participated in the Archdiocesan planning committee. The physical education teacher hosts an annual meeting at CJB for local physical education teachers.

The Principal is an active member of the Archdiocesan Council V-II-10b Principals. She collaborates with area schools to plan professional development and activities that provide opportunities for professional sharing for local area Catholic schoolteachers. In addition, the Principal represents her Council at the Archdiocesan Principals Association. She was a member of the committee that compiled *Catholic Schools Shine*, a book of best practices from each school in the Chicago Archdiocese.

CJB has built an excellent reputation with six area universities. In the last seven years, these universities have sent not only eleven student teachers to CJB, but also over fifty education students to meet their clinical observation hour requirements. CJB is proud to share the teaching expertise of our outstanding faculty with students eager to join them in the teaching profession.

Part V – #1 Curriculum

Religious Education: The religion curriculum at CJB is a culmination of the teaching of prayers, beliefs, traditions, scripture, and moral and social justice. All staff members guide our students to an understanding of faith and gospel values through teaching and by example. The Chaplaincy Program affords pastors and associates an opportunity to share their faith, love of God, and respect for all of God's people with the students. The student body begins each morning with prayer via our CJB broadcast and gathers every Tuesday to celebrate the Eucharist as one. Through the various methods of religious instruction and community service projects, our students become strong examples of our Christian faith.

Language Arts: The students are well grounded in the basics of English grammar, punctuation, capitalization, and spelling, and they are taught to listen and speak effectively in a variety of situations. All grade levels emphasize the ability to read fluently, comprehend thoroughly, and retain key content. Exposing students to a wide spectrum of literary genres and diverse writing strategies then expands upon this base. CJB students learn the value of language arts both as a vital life skill and for recreation.

Mathematics: The students are involved daily in reading, writing, and talking about situations involving numbers, variable symbols, equations, figures, graphs, and charts. They learn to approach mathematical problems in an organized manner and are able to analyze data and information, reason through alternative solutions, and visualize outcomes. Students are taught to confidently compute, estimate, measure, describe patterns, and use geometry, making math relevant to real life situations. Seventh and eighth grade students are engaged in pre-algebra and algebra classes.

Science: The science curriculum includes earth, environmental, life, and physical sciences. Students are taught to perform the scientific method as a means of investigation and develop critical thinking skills through the application of science concepts and hands-on experiments. Technology is incorporated in scientific methods and inquiry. The 7th grade applies knowledge of the scientific method by creating and building their own invention for our Invention Convention. The 8th grade demonstrates an understanding of mechanics and computers by constructing and programming a Lego robot.

Social Studies: The students begin learning about community and progress to analyzing major events, trends, and leaderships that have influenced the history of Illinois, the United States, and other world nations as well as comparing and contrasting economic, social, and political systems. Students identify geographical regions and note the effects of geography on society in the United States and other nations. By examining current event topics, students discover how the past relates to the present.

Computer Technology: Technology and its ethical and responsible use are essential. Therefore, all students receive formal computer instruction, which provides students with a solid understanding of the basic applications as well as acceptable use. Students are capable of producing various types of computer documents and are familiar with ways to use technology to enhance other areas of learning.

Spanish: Beginning in Kindergarten, foreign language instruction provides students with a basic understanding of the language and establishes a comfort level in the use of the language appropriate to their grade level. Students gain an awareness and appreciation of other cultures and customs in order to better participate in an ever-changing global society. Upon graduation, students will demonstrate achievement in the four basic language skills of speaking, listening comprehension, reading, and writing. CJB's foreign language curriculum exceeds the requirements of the NCLB-BRS program.

Fine Arts: Music instruction engages students in a progressive and accumulative understanding of all elements and principles of music through singing, listening, movement, and an application of theoretical concepts on various instruments. Students gain the knowledge to understand and appreciate all genres and styles of music. Visual Art teaches the elements and principles of design using a wide variety of tools and techniques. Students' work is exhibited within the school, community, and in local and regional art contests. Those who show exceptional ability are invited to join the Art Enrichment program.

Physical Education-Health-Safety: Physical education classes develop effective motor skills through participation in a wide range of activities for enjoyment, challenge, self-expression, and social interaction while respecting the physical and skill level differences among peers. All students are taught health concepts and good hygiene. In grades 7-8, health class focuses on human body systems, growth and development, and the difference between communicable and non-communicable diseases and prevention.

Part V – #2a Reading Curriculum

Our Preschool and Kindergarten use the Letter People Beginning to Read series by Abrams & Company, which stresses letter recognition and letter-sound relationships. Phonemic awareness is continued and enhanced with the use of the Modern Curriculum Press Phonics series for grades 1-2. All grades focus on balanced literacy including reading strategies, phonics, and fluency. Grades 1-6 use the Houghton Mifflin Reading series, which meets state and national standards. This series presents stories that are motivational and on a variety of themes which addresses the students' different interests. It also allows the teachers to make cross-curriculum references. Grades 7-8 use the Prentice Hall Literature series and incorporate the use of novel selections with vocabulary development. The SRA program is a supplement that focuses on providing students with skill development in phonics and reading, independent reading comprehension, listening comprehension, and speed reading as part of our differentiated reading program. The SRA program is utilized as an integral part of the reading program from grades 4-8 in our school. Students participate in the Book Adventure program beginning in first grade.

CJB recognizes that reading is critical to academic success across the curriculum and is committed to assisting students at various developmental levels. The primary grades utilize the Learning Resource Center (LRC). The LRC provides an opportunity for the above average, at grade level, and the struggling readers to develop their reading ability through three stations: fluency, independent reading (SRA), and the Lexia Phonic computer based program. CJB realizes that some students may need early intervention to assist them in developing their skills in reading. Therefore, the Open Court Reading-Phonemic Awareness (PAC) by McGraw Hill Publishing is implemented in the primary grades. Differentiated teacher instruction and the LRC have enhanced the reading program by aiding, reinforcing, and challenging students to become better readers.

Part V – #3 Mathematics Curriculum

The Preschool program at CJB uses the Big Book Math Program by Abrams & Company, which incorporates hands-on activities and integrates learning throughout other subject areas. Preschool Math focuses on introducing the students to basic mathematical concepts and terminology while providing a solid foundation to build upon. For grades K-6, CJB selected the University of Chicago Everyday Mathematics Program, a researched based, spiral curriculum. This program has shown gains in student achievement in developing the students' knowledge, attitudes, and skills essential for life-long learning. This program focuses on number sense, operations and computation, place value, fractions, measurement, geometry, problem solving, and critical thinking skills. The students are exposed to these different concepts at an early age and build on these skills as they move through the different grade levels. The students use manipulatives in the classroom in order to get a deeper understanding of certain mathematical concepts.

The McDougal Littell series, which focuses on pre-algebra and algebra, is used in grades seven and eight. When the students finish with this series, they have an explicit understanding of patterns, integers, basic and complex linear equations and inequalities, quadratics, polynomials, proportions, and graphing. Students are taught to apply their critical thinking skills in class to solve complex problems that involve multiple steps, thus better preparing the students for high school mathematics. The students also apply their learning to everyday situations, as well as their interests, including sports and consumer education topics. Students in grades 7-8 who demonstrate a strong mathematical aptitude are invited to participate in the MATHCOUNTS program, which meets one day per week after school. This program fosters enthusiasm for math, further develops problem-solving abilities, and promotes important teamwork skills.

Part V – #4 Instructional Methods

In the CJB School tradition of academic excellence and in recognition of the uniqueness of every child, teachers utilize a variety of instructional strategies and the latest advancements in technology to promote learning. Throughout the school, teachers incorporate warm-up activities, manipulatives, hands-on learning, and multi-sensory presentation of material including but not limited to the use of graphic organizers, learning/listening centers, and the fine arts. Cross curriculum lesson planning, guest speakers from the community, projects that allow for individual creativity and the development of critical thinking skills as well as cooperative and small group activities allow the teachers not only to present the material but also to make it relevant to the students' lives.

In keeping with the ever-changing technological advancements of today's society, teachers enhance their students' learning through the use of United Streaming, the Internet including interactive websites, SMART Boards, and a mobile, wireless laptop lab. Digital cameras are also accessible to students for use with reports or Power Point presentations. The junior high students have science in a state of the art science lab and utilize an interactive online textbook.

Teachers use both formal and informal assessment throughout the school year to monitor students' progress and provide a more complete picture of acquired knowledge. Teacher aides at every level, ability grouping in reading (grades 4-6), math (grades 7-8), and science (grades 7-8), the Learning Resource Center, and the Academic Enrichment Program work in conjunction with the teachers' instruction to meet individual student needs. CJB teachers inspire their students to achieve more while providing them with the foundation of knowledge they need to succeed.

Part V – #5 Professional Development

Striving to provide the best education possible to students and ultimately improve student achievement, the faculty/staff of CJB participate in a variety of professional development activities. Included in these activities are numerous opportunities to attend seminars, workshops, and conferences, as well as to pursue college courses and advanced degrees. Annually, each teacher is allotted \$1,100 to supplement the cost of professional development activities and to participate in various professional organizations and endeavors. In addition to attending opportunities led by professionals of other organizations, the faculty/staff of CJB participate in faculty-directed learning modules. During the 2006-2007 school year, faculty focused on *Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement* by Marzano, Pickering, and Pollock. Faculty members presented best practice strategies, identified by the authors, which can be used across the curriculum and adapted for grades PreK - 8. Identified strategies were then utilized by teachers within the classroom setting. At subsequent faculty meetings, teachers shared the ways in which student achievement was enhanced through use of these best practice strategies.

Because best practices go hand in hand with the use of technology, all teachers have been given training opportunities related to the construction and maintenance of a web page, use of Microsoft Publisher for the production of the yearbook, and use of the SMART Board technology. Both in-service days and time at staff meetings are designated for these types of training.

Informal professional development also occurs throughout the school year, as faculty and staff share knowledge of and experience with best practices. Through both formal and informal professional development activities, current trends in education are identified, best practices are incorporated within the classroom, and new programs are initiated. In doing so, CJB teachers successfully enrich the education of students, and student achievement is enhanced.

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.

- Private school association(s): Archdiocese of Chicago
(Identify the religious or independent associations, if any, to which the school belongs. List the primary association first.)
- Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes X No _____
- What are the 2007-2008 tuition rates, by grade? (Do not include room, board, or fees.)

<u>\$3,635</u> K	<u>\$3,635</u> 1 st	<u>\$3,635</u> 2 nd	<u>\$3,635</u> 3 rd	<u>\$3,635</u> 4 th	<u>\$3,635</u> 5 th
<u>\$3,635</u> 6 th	<u>\$3,635</u> 7 th	<u>\$ 3,635</u> 8 th	<u>\$ _____</u> 9 th	<u>\$ _____</u> 10 th	<u>\$ _____</u> 11 th
<u>\$ _____</u> 12 th	<u>\$ _____</u> Other				

- What is the educational cost per student?
(School budget divided by enrollment) \$4,158
- What is the average financial aid per student? \$594
- What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 14%
- What percentage of the student body receives scholarship assistance, including tuition reduction? 100%

Each student receives 10% of the cost-per-student as a subsidy from the parish. This year, that amount is \$415 per student. In addition, 103 students (14%) received an average of \$1,284 in need-based scholarship assistance. The total need-based scholarship assistance this year was \$134,375.

Part VII - Assessment Results

CARDINAL JOSEPH BERNARDIN CATHOLIC SCHOOL
Terra Nova Assessment Data
Referenced Against National Norms

Terra Nova Second Edition Multiple Assessment, 2001
CTB/McGraw-Hill
Scores are reported as Normal Curve Equivalents (NCE)

NOTES:

In each grade tested, **all** of the students are given the Terra Nova. However, the “Percent of total students tested” indicates that a small segment of our students with more significant special educational needs are not included in the class averages. Students with Accommodation Plans (APs) are tested with only minor accommodations (i.e. extra time) and their test scores are included in the class averages. Test scores for students with IEPs who require more significant accommodations (i.e. having the test read to them) are excluded from the class averages by the testing company. These students are reported as “alternatively assessed” in the chart below.

	2007	2006	2005	2004	2003
Testing month	March	March	March	March	March
Grade 8					
Reading (NCE)	*	63**	*	*	60
Mathematics (NCE)	*	62**	*	*	64
Number of students tested	-	48	-	-	19
Percent of total students tested	-	100%	-	-	100%
Number alternatively assessed	-	0	-	-	0
Percent alternatively assessed	-	0%	-	-	0%
Grade 7					
Reading (NCE)	67	69	68	66	63
Mathematics (NCE)	71	71	72	70	65
Number of students tested	76	55	48	44	24
Percent of total students tested	96%	98%	98%	100%	96%
Number alternatively assessed	3	1	1	0	1
Percent alternatively assessed	4%	2%	2%	0%	4%
Grade 6					
Reading (NCE)	*	*	*	63	66
Mathematics (NCE)	*	*	*	67	62
Number of students tested	-	-	-	49	42
Percent of total students tested	-	-	-	100%	100%
Number alternatively assessed	-	-	-	0	0
Percent alternatively assessed	-	-	-	0%	0%

	2007	2006	2005	2004	2003
Grade 5					
Reading (NCE)	67	74	70	68	68
Mathematics (NCE)	69	71	71	64	63
Number of students tested	103	95	86	57	48
Percent of total students tested	97%	99%	100%	100%	100%
Number alternatively assessed	3	1	0	0	0
Percent alternatively assessed	3%	1%	0%	0%	0%
Grade 4					
Reading (NCE)	*	*	*	70	65
Mathematics (NCE)	*	*	*	68	64
Number of students tested	-	-	-	86	57
Percent of total students tested	-	-	-	98%	100%
Number alternatively assessed	-	-	-	2	0
Percent alternatively assessed	-	-	-	2%	0%
Grade 3					
Reading (NCE)	67	64	64	65	66
Mathematics (NCE)	62	69	69	68	67
Number of students tested	84	108	106	94	84
Percent of total students tested	99%	100%	95%	99%	98%
Number alternatively assessed	1	0	5	1	2
Percent alternatively assessed	1%	0%	5%	1%	2%
Grade 2					
Reading (NCE)	*	*	*	65	66
Mathematics (NCE)	*	*	*	72	72
Number of students tested	-	-	-	110	98
Percent of total students tested	-	-	-	96%	100%
Number alternatively assessed	-	-	-	5	0
Percent alternatively assessed	-	-	-	4%	0%
Grade 1					
Reading (NCE)	*	*	*	64	65
Mathematics (NCE)	*	*	*	69	70
Number of students tested	-	-	-	112	120
Percent of total students tested	-	-	-	99%	100%
Number alternatively assessed	-	-	-	1	0
Percent alternatively assessed	-	-	-	1%	0%

* grade not tested this year

** The Archdiocese of Chicago required that the eighth grade be tested as part of a research study by the University of Notre Dame in the spring of 2006.