



## **PART I - ELIGIBILITY CERTIFICATION**

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11PV38

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

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

# PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

## DISTRICT

Questions 1 and 2 are for Public Schools only.

## SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Urban or large central city

4. Number of years the principal has been in her/his position at this school: 6

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

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	20	26	46		<b>6</b>	14	9	23
K	17	13	30		<b>7</b>	11	11	22
1	16	14	30		<b>8</b>	9	8	17
2	14	16	30		<b>9</b>	0	0	0
3	16	14	30		<b>10</b>	0	0	0
4	9	9	18		<b>11</b>	0	0	0
5	13	10	23		<b>12</b>	0	0	0
<b>Total in Applying School:</b>								269

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
75 % Asian  
2 % Black or African American  
3 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
6 % White  
14 % Two or more races  
100 % Total

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

7. Student turnover, or mobility rate, during the 2009-2010 school year: 13%

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

(1)	Number of students who transferred <i>to</i> the school after October 1, 2009 until the end of the school year.	21
(2)	Number of students who transferred <i>from</i> the school after October 1, 2009 until the end of the school year.	14
(3)	Total of all transferred students [sum of rows (1) and (2)].	35
(4)	Total number of students in the school as of October 1, 2009	269
(5)	Total transferred students in row (3) divided by total students in row (4).	0.13
(6)	Amount in row (5) multiplied by 100.	13

8. Percent limited English proficient students in the school: 20%  
Total number of limited English proficient students in the school: 54  
Number of languages represented, not including English: 10  
Specify languages:

Cantonese, Ewe, German, Italian, Korean, Mandarin, Spanish, Tagalog, Taishanese, Taiwanese

9. Percent of students eligible for free/reduced-priced meals: 55%  
 Total number of students who qualify: 137

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

10. Percent of students receiving special education services: 9%  
 Total number of students served: 23

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

<u>2</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>6</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>4</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>4</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>11</u>	<u>0</u>
Special resource teachers/specialists	<u>4</u>	<u>5</u>
Paraprofessionals	<u>0</u>	<u>2</u>
Support staff	<u>4</u>	<u>0</u>
Total number	<u>20</u>	<u>7</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 24:1

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

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	98%	98%	98%	98%	98%
Daily teacher attendance	98%	98%	98%	98%	98%
Teacher turnover rate	10%	5%	15%	5%	10%
High school graduation rate	0%	0%	0%	0%	0%

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

2007-2008 teacher turnover was 15% because 3 teachers left the school; 2 teachers retired and 1 teacher moved out of State.

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

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

In the heart of Chicago's Chinatown stands a modest red and green building with a modern Chinese architectural facade. Across the front of the building are bright red Chinese character that translate into English as "Holy Strength in Virtue Elementary School," an apt name for St. Therese Chinese Catholic School, known today simply as St. Therese School.

Founded in 1941 by Father John Mao, a Chinese priest from Mainland China, St. Therese School started as a mission school. It was housed in two large classrooms in Chinatown's City Hall. Sisters of Notre Dame from St. Peter's Church in downtown Chicago helped staff the school. From 1946 to 1981 the Maryknoll Sisters managed the school. St. Therese School moved to its present location on 23<sup>rd</sup> Street in 1961. The modern building was built through the faith, commitment, and generosity of Frank Callahan, his friends and the Chinatown community. In 1990, St. Therese School changed from a mission to a parish-sponsored school. St. Therese Parish continued its sponsorship until 2009 when the Archdiocese of Chicago reconfigured school governance as part of a reorganization of some inner-city schools.

The new school governance included establishing a well-developed Board of Specified Jurisdiction, a 22-member committee of parents, alumni, local community and business leaders throughout Chinatown and Chicago. The Board assists school administration with its ministry, policy making, facilities, technology development and fiscal responsibility. During its short tenure, the Board assisted in the oversight of a large-scale capital improvement project, identified new revenue streams, and established improved fiduciary oversight. Schools in the Archdiocese view our Board as a model to replicate. St. Therese School has an active School and Family Association, assisting the administration with parent involvement and fundraising activities. Both of these organizations have helped advance the school's vision. The vision of St. Therese School is to educate students to advocate Christian values, dedicate themselves to the service of humanity, and succeed as tomorrow's world leaders.

St. Therese School's mission has shifted over the years from helping Chinese children adjust and adapt to American life within the framework of a Catholic Education to becoming a multi-cultural school. St. Therese School is committed to diversity among students, with 25% of its students representing other racial groups. St. Therese School offers an exceptional educational experience centered on Christian values, enabling children to become informed, productive, and responsible citizens. St. Therese has an advanced curriculum focused on educating the whole person. Technology is integrated with curriculum to meet individualized learning goals. St. Therese School prepares students for a lifetime of learning, leadership, service and appreciation of Chinese culture. Approximately 77% of students living in the local area are eligible for free or reduced price lunch. Students are predominantly from lower to lower-middle income families. A large percentage of community members are immigrants or first generation Americans of Chinese heritage. Approximately one-third of incoming students qualify as ELL but become proficient in English within three years or less of attending St. Therese School. Lack of English proficiency is resolved quickly so students can go on to meet our high academic standards.

St. Therese School families sacrifice greatly in order to send their children to school. School families share a desire to excel and the capacity to work hard. Students come to school prepared and ready to learn, and the teachers are incredibly generous with their time, talent and energy. It is commonplace to see teachers tutoring students during the week past 6 pm and on Saturday mornings. Students consistently test significantly above the norm on standardized tests and graduates are coveted by the best high schools in the city. St. Therese School's curriculum and instructional program provides a rich, multi-cultural experience for the children. Teachers review, revise and update the local curriculum cyclically. The philosophy of the teachers is to identify student needs quickly and proactively respond to meet those needs. Teachers serve as models of lifelong learners as their knowledge base and skill sets are regularly updated and sharpened to have greater impact on student learning and growth towards contributing citizens.

St. Therese students are not only known for their academic achievements but also as cultural ambassadors for the City of Chicago. St. Therese students are regular participants in cultural art programs at civic events in Chinatown and throughout the City of Chicago. The Mayor's Office, civic and other cultural institutions regularly invite St. Therese students to perform or otherwise participate in parades and at other civic events. St. Therese School dancers and student artists are frequently highlighted in Chicagoland media. Participation in these events not only share Chinese culture with the rest of the city but help students reach out beyond the boundaries of Chinatown and grow as contributing citizens to the larger community.

### 1. Assessment Results:

St. Therese School administers the TerraNova Multiple Assessments for first grade through eighth grade. In 2010, TerraNova test performance in every grade met the top 15% criterion based on the student percentile equivalent of the school national percentile (NP), as specified in the Blue Ribbon documentation. St. Therese publishes its TerraNova results on its school website: [http://www.sttheresechicago.org/Web\\_page\\_documents/menu/School\\_Info/TerraNova\\_Scores](http://www.sttheresechicago.org/Web_page_documents/menu/School_Info/TerraNova_Scores). School results are particularly remarkable when considering the high poverty rate among school families.

Academic excellence among St. Therese students is strongly supported by faculty and administration analysis of test performance, with an eye towards improving student learning. Objective Performance Index (OPI) scores are derived by combining performance on multiple test items related to a particular objective (e.g., main idea in reading; geometry in math). OPI scores are percent correct score predictions, as if students were given a 100-item test on a single objective. Cutoffs for low, moderate, and high mastery levels on each objective have been established by CTB/McGraw-Hill, publisher of the TerraNova test. St. Therese carefully reviews OPI scores of individual students to differentiate learning needs. Moreover, the number and pattern of students classified into these mastery levels provide insight for instructional and curricula improvement on specific content objectives for each classroom and grade. Reviewing the instances St. Therese students were classified as “high mastery” on different objectives at each grade level confirms very high achievement (2010 test results). On average, students were classified as achieving “high mastery” 73% of the time on all objectives, content areas, and grade levels. Students were classified as “high mastery” 68% of the time and as “moderate mastery” 32% of the time across reading objectives and grade levels. Similarly, students were classified as high mastery 75% of the time and moderate mastery 25% of the time across math objectives and grade levels. These impressive results can also be seen when looking at specific content areas and grades. For example, students were classified as high mastery (62% of the time) and moderate mastery (38% of the time) for third grade reading. Third grade students performed extremely well on the science objectives, with 100% of all classifications at high mastery. Eighth grade students were classified as high mastery (95% of the time) and moderate mastery (5% of the time) across math objectives. It is worth noting that there were an incredibly small number of instances in which students were classified as low mastery; i.e., first grade students were classified as low mastery in reading 4% of the time. All other incident rates of low mastery were all less than 4%, with the vast majority at 0%. Although these mastery classifications are remarkable and highlight very high achievement at every grade on all content areas, St. Therese continues to seek areas for improvement for individual students and groups of students that may be difficult to detect from aggregated test analyses.

St. Therese tracks and analyzes cohorts of its students to evaluate test score performance. Student mobility at the school is relatively stable; the drop in the number of students in the third, fifth, and seventh grade spanned all achievement levels and had no meaningful impact on test score averages in either direction. Test performance of the 2010 student cohort groups yields five instances in which NP differences were greater than 10. Third grade students in 2010 had a drop of twelve (12) NP points in reading. This drop can be attributed to several immigrant students entering the third grade that school year. Fourth grade students had an increase of fourteen (14) NP points in Math. Similarly, fifth grade students had an increase of thirty-one (31) NP points in Math. These very positive increases can be attributed to a recently implemented RtI and tutoring program. This program also has had a positive impact on reading test performance at other grade levels. Fifth, sixth and eighth grade students enjoyed a twenty-one (21), seventeen (17) and twelve (12) NP point increases in reading, respectively. Taken together, cohort analyses demonstrate St. Therese students generally improve with each succeeding grade. Students graduate well prepared for challenges in high school and have for the most part grown at a faster rate than the national norm group.

Prior to 2010, all students (100%) were tested and no students (0%) were excluded from grade level averages. All students continue to be tested, but beginning in 2010, a small number of students were excluded from grade level averages. Beginning in 2010, St. Therese instituted its Response to Intervention (RtI) program and also began implementing its first student information system. The school is beginning to track individual student test and academic performances to better identify and differentiate students to accelerate learning. This recent capability will enable the school to identify any learning gaps that need to be addressed.

## **2. Using Assessment Results:**

A decision was made seven years ago to test all students in grades K – 8, which goes beyond the Archdiocesan requirement of testing 3rd, 5th and 7th grade students. Assessing students in all grades provides information on how to best meet the needs of all students. Subgroups are examined informally within each class and are used to track cohorts within a grade. A newly adopted student information system will enable us to track assessment data on individual students and subgroups. St. Therese faculty and administration continually review and reflect on student formative and summative assessment data. Soon after receiving TerraNova results, student strengths and weaknesses are identified by faculty. Class, grade, and school-wide TerraNova data are reviewed to inform curricula and instructional adjustments for the following academic year. As part of establishing school-wide goals for all content areas, the school implements initiatives to meet emerging needs, such as ‘writing across the curriculum,’ ‘focus on vocabulary development’ or ‘develop Bloom’s taxonomy of students.’

St. Therese’s decision to create a Response to Intervention (RtI) program was identified as part of the school’s goals in its local strategic plan. A team of a skilled resource teacher, two academic counselors, a child psychologist, and a selected Title I provider was responsible for establishing a mature and effective RtI implementation. A deliberate effort was made to ensure the team shared a common vision for meeting students’ needs and ways to monitor their on-going progress.

The 4-year old junior kindergartners are tested prior to entering kindergarten to inform any early intervention needs of students. Reading fluency of students in grades 1 – 5 is supplemented using Accelerated Reader every five weeks; progress is monitored and additional interventions are identified based on students’ progress. RtI efforts concentrate on students in K – 6, utilizing AIMSweb to assess reading and mathematics three times a year. Students identified with skill deficiencies are further assessed once a month in conjunction with the interventions selected.

ELL and learning challenged students use ReadNaturally, an individualized phonics and fluency program, on a weekly or daily basis to accelerate English acquisition and proficiency. Each fall, preschool, junior kindergartners and kindergarten students are assessed through ChildFind (Chicago Public School service that assesses children’s cognitive, language, vision, hearing, fine and gross motor skills). These early intervention measures help us plan for each child’s optimal learning experiences.

## **3. Communicating Assessment Results:**

Formative and summative results are reported at St. Therese through daily, weekly and monthly communications. The annual TerraNova results for students K – 8 are distributed to parents with their child’s scores, an analysis and explanation of those scores and a complete description of the school’s strengths and areas of focus. These results are also available to prospective parents at fall open houses. St. Therese also produces a report, called ‘Junior High Highlights’, which summarizes 7<sup>th</sup> and 8<sup>th</sup> grade scores and high school acceptances in aggregated format.

*Response to Intervention* assessments for students in K – 6 are released three times a year. Those AIMSweb results carefully outline student support from the classroom and resource teacher in reading and mathematics. Every five weeks, teachers assess reading fluency using *Accelerated Reader*. Parents receive a standards based report card quarterly and an interim progress report at the 5-week mark. There are formal parent-teacher conferences twice a year and an annual Parent Night in the fall that review data trends on student assessment results. Additionally, conferences can be scheduled any time at the request of either a parent or a teacher.

Communication occurs among individual teachers, administrators and parents regularly. Daily signatures on assessments, student planners and quizzes keep parents informed of their child’s progress. All printed

communications, such as the school's newsletters, monthly bulletins, etc., are posted on the school website: [www.sttheresechicago.org](http://www.sttheresechicago.org). The website serves as a portal for parents. Parent may log into the website and access their child(ren)'s individual data, view calendars, print out notes from a lecture or review study guides. In addition, students in grades 5 – 8 have their own log-in and can keep track of their individual progress. Further, the parent association and room parents use email blasts as an effective means to quickly disseminate information. A structured email protocol has the administration copied on all email blasts and all individual email communications between parents, students and teachers.

Information on school performance is shared with the local community; e.g., church bulletins and the annual fall assembly. Local newspapers and magazines, including the Chicago Journal, Chicago Magazine, Gazette, Bridgeport News, World Journal, The ChinaStar News and the Villager print timely articles regarding the school's newsworthy activities and accomplishments.

#### **4. Sharing Success:**

St. Therese has been sharing its knowledge, talent and skills with other schools within the Archdiocese and abroad since 2005. Teachers and the administrator hold memberships to many professional organizations: Illinois Reading Council, the Illinois Principals Association, the National Council of Teachers of Mathematics, the National Science Teachers Association and the National Catholic Education Association. Teachers and administrators regularly attend workshops, seminars and conferences. Webinars and other on-demand learning are also encouraged as an efficient means for professional development.

St. Therese has served as a model of best practices to other schools within the Archdiocese for mathematics, foreign language instruction, integration of technology within classrooms and just and fair assessment practices. These best practices have increased enrollment steadily over time. Other schools have benefited from learning how St. Therese increased capacity through focused academic interventions. St. Therese School has become a model not only for improving student achievement, but also for improving enrollment.

Our Mandarin foreign language teacher has frequently engaged in articulation meetings with feeder high schools regarding their eventual adoption of Mandarin and other Asian cultural connections. Both students and teachers participate in cultural performing arts programs, which often take place at civic events and appear in news media.

Keeping with the school's global perspective, the principal attended a 2008 global technology symposium in England. St. Therese benefited by learning from the latest uses of educational technology in Europe and adopting it in the school. St. Therese has welcomed several exchanges with primary and secondary schools from England, including hosting school visits. St. Therese has also served as a host school for educators from other states and countries.

The principal has been awarded many grants to direct and manage large-scale professional development initiatives serving inner-city and suburban schools. Some of the grant awarding organizations include the Big Shoulders Fund, Chicago Community Trust and Tellabs. These grants have provided professional development opportunities to more than 1800+ teachers and administrators within the Archdiocese on mathematics curriculum, just and fair assessment practices and technology integration. These initiatives included partnerships with St. Xavier University and Loyola University Chicago. Key components to the professional development opportunities include mentoring, enhancing curriculum, interpreting data, and developing professional learning teams. The principal has presented at Archdiocesan conferences, leadership meetings, school workshops, and state mathematics conferences. The principal also has served as a contributing Illinois advisor/editor for four middle school mathematics textbooks.

## 1. Curriculum:

St. Therese offers Religion, Reading/Language Arts, Math, Social Studies, Science, and Chinese Mandarin as core subjects, as well as instruction in Art, Music, Physical Education, Technology, and Conversational Spanish.

In Religion, students are introduced to the core beliefs and values of the Catholic faith, are encouraged to attend Mass regularly, and learn how to apply Christian beliefs and values to their daily lives. Each grade level utilizes a curriculum that reinforces Catholic Social Teaching and explores Bible stories, deriving Biblical truths from verse study. Prayer is a critical component of the daily spiritual life at St. Therese; weekly prayer services center students and faculty alike around the Catholic faith, while a daily prayer is recited over the public address system.

In Reading, students participate in book and novel study, reading and writing groups, and leveled and independent reading. Students also participate in supplemental programs such as Study Island, Accelerated Reader, and AIMSweb. Students participate in personal reading logs, silent reading, and buddy reading. Students in the upper grades read grade-appropriate novels and complete book reports, author studies and a variety of related projects.

In Mathematics, younger students are introduced to basic concepts to provide a foundation for future study. The middle grades use interactive white boards to reinforce math concepts such as addition, subtraction, multiplication, division, fractions, measurement, and graphing. The junior high utilizes a curriculum two years ahead of the required pace by providing instruction in high school level Pre-Algebra, Algebra, and Geometry. All students are evaluated three times per academic year for overall reading and mathematics ability with a systematic approach to progress monitoring with the school's Response to Invention (RtI) program.

In Science, younger students learn the scientific method while the older students explore such areas as biology, chemistry, physics, and physiology; junior high students also participate in the IJAS Science Fair at the Museum of Science and Industry.

In Social Studies, students learn the basic components of government, society and geography. United States history is fully covered in both 5<sup>th</sup> and 8<sup>th</sup> grades, while World history is covered in 6<sup>th</sup> grade and World physical and cultural geography are covered in 7<sup>th</sup> grade. Students also participate in the National Geographic Geography Bee.

The school has an extensive visual and performing arts program, including Music Education, Choir, violin and guitar programs, a Rock Band club, and Taiko drumming; a variety of traditional Chinese Dance, including Lion Dance; and Kung Fu floor exercises. There is also an explicit K – 8 Arts program covering a wide variety of media and techniques, motor skills, seasonal and holiday themes; basic skills such as drawing, coloring, gluing, and cutting in the lower grades; and visual techniques and color elements. The upper grades cover art history, art appreciation, installation, design, drawing, sculpture. The Music curriculum consists of vocal skills, note recognition, instrument performance, and music theory, with a multi-cultural approach.

The physical education program has a core physical fitness component that focuses on exercises that are included in the National Presidential Physical Fitness program. Additionally each class has a content focus on either team or individual sports: an athletic program outside of the normal school day that consists of sports such as flag football, volleyball, basketball, track and field, running club, and t-ball. The

nutrition program consists of classroom reinforcement of healthy eating habits and an organic lunch option for student lunches.

The Foreign Language program is highly developed in the area of Chinese Mandarin in all grades. Mandarin is taught four times a week in grades 1 – 8 while the preschool, junior kindergarten and kindergarten classes receive Mandarin instruction twice a week. The language is brought to life with PowerPoint, Promethean interactive board flip charts, song, dance, and story. In middle and upper grades, students learn to read and write, and participate in simple conversation. Students practice Mandarin through international Pinyin and also through typing and translation exercises. Asian poems, history, and Chinese culture are also presented. Students also study a second foreign language, Spanish, in all grades, preschool through 8<sup>th</sup> grade once a week, utilizing a very interactive method including dialogue, visual presentations, and high energy interaction between the teacher and the students. Written exercises and materials enhance the oral and visual interactions. The technology curriculum consists of a 21<sup>st</sup> Century Digital Literacy approach to learning while simultaneously promoting a school-wide Digital Citizenship best practice protocol. The technology instructor also incorporates core curriculum content into his instruction as a result of a cooperative relationship with the core subject teachers.

## **2. Reading/English:**

In the primary grades, students learn the basics of letter-sound relationships, which include consonants, vowels, and learning how to decode. Phonics and phonemic awareness are introduced and integrated within all subjects, so that students are making connections across the curriculum. This approach to reading helps students understand that reading is an essential component throughout their education and lives. Students begin learning to read at the foundational level of decoding, and then are able to comprehend more of what they read. Students also learn about reading through creative illustrations and dictation, where students illustrate and then verbalize their comprehension of a story or definition of a word.

Buddy reading between primary and middle grade students – where one older student reads aloud to a younger student – supports reading skills for both: older students practice their own reading fluency, and younger students benefit from hearing what oral language sounds like while making connections between print, sound, and illustrations.

Starting in grade three, the reading curriculum is novel-based. The focus shifts from decoding letters, sounds, and words, to reading comprehension skills such as identifying character traits, themes, setting, and making predictions, inferences, and conclusions. Activities that support learning to read include discussions, literature response projects, readers' theater, personal-response essays, and daily reading (silent reading, choral reading, and buddy reading) at school or home. Student involvement in authentic literature encourages higher-level thinking and greater connections from the text to self, text to other texts, and text to the world. Students are also encouraged to respond to literature through creative individual and group projects.

Students from preschool to sixth grade are assessed three times a year through AIMSweb, an assessment system that monitors student progress and works to identify students who need individual support (Response to Intervention). In addition, students in grades 1 to 5 are assessed every five weeks on their reading fluency through the Accelerated Reader program to monitor students' ZPD (Zone of Proximal Development). Accommodations, such as small-group instruction, one-on-one time with the teacher, and partnered reading, help support students whose reading skills are below grade level.

## **3. Mathematics:**

St. Therese School offers an intensive K-8 mathematics curriculum that exceeds state standards. St. Therese School teaches its mathematics curriculum for the K-5 grades mathematics program one year above grade level. In the junior high, St. Therese offers a mathematics curriculum that is roughly two years ahead of a standard junior high mathematics curriculum. Students are taught high school level

subjects, such as pre-algebra, algebra, geometry and advanced algebra themes, such as probability and discrete mathematics concepts. Students receive a challenging mathematics education to prepare them for the rigors and demands of a high school college preparatory program. Eighth grade students have classes in both high school level advanced algebra and geometry daily. It is common for graduates to ‘test’ out of freshmen mathematics courses altogether and enroll in second or third year mathematics in their respective high schools, most of which are the city’s most elite magnet and selective college preparatory schools. The program is considered to be a model of excellence within the Archdiocese, integrating what could be considered a hybrid of graphing calculators, interactive touch screens, hands-on learning opportunities, Asian instructional strategies and rigor.

Teaching mathematics is a multi-disciplinary approach with an emphasis on the core foundation skills. It is common to witness preschoolers creating complex patterns, kindergarteners multiplying and third graders creating Venn diagrams during technology, social studies or science classes. School technology, particularly the use of handhelds and interactive touch screens better enable teachers to keep up with the pace at which students learn. From continual formative assessment, teachers adjust instruction to provide the optimal level of academic challenge. St. Therese’s recently implemented Response to Intervention (RtI) program evaluates, monitors, and tracks student progress in mathematics and content areas. Implementation includes tools, such as AIMSweb, to assess student progress in mathematics but also includes supplemental instructional support such as a Title I resource teacher, one-on-one tutoring, and other interventions. A variety of university partnerships have been established to provide ongoing professional development focused on mathematics instruction (e.g., strengthening students’ sense of numbers and communication).

#### **4. Additional Curriculum Area:**

The St. Therese Science curriculum is based on the Office of Catholic School (OCS) / Illinois State Board of Education (ISBE) Learning Standards, goals and objectives for students in K-8 schools in Illinois. It meets all standards unique to each grade level, as well as the meta-objectives common to multiple grade-levels. The content includes and exceeds grade-appropriate presentations of content from chemistry (with limited organic chemistry), biology (including botany, zoology, phylogeny, anthropology and genetics), physiology (including health, nutrition, AIDS, and reproduction), physics (Newtonian, particle, and electromagnetism), ecology, climatology, meteorology, geology, archeology, and inductive and deductive logic; inherent in these disciplines is the associated application of the scientific method in terms of both descriptive and experimental research, including, but not limited to, source selection, variable identification, control and manipulation, group formation and demographic breakdown, hypothesis formation, observation (qualitative and quantitative), analysis (including data organization and presentation), citation (MLA and APA, depending on the audience), and publication (the public nature of science, including participation in local, regional, and the state science fairs). Although not explicitly outlined in the OCS / ISBE goals, specific elements of the history and development of these disciplines are also presented as a progression of problems with logical solutions at first, and then verified scientifically. There are also extensive opportunities for a cross-curricular independent study.

Informed by OCS and ISBE, we have developed a curriculum which asks the students to make sense of the world, especially when it is not easily understood; to be passionate about exploring creation; to protect and preserve creation from exploitation and commodification, which reflects a wholly educated and Catholic perspective supported and informed by reason and method. The goal of this approach is to both provide advanced content knowledge while also developing curiosity about those things just beyond the intellectual grasp of the invincible adolescent mind. The hope underpinning these efforts is that the leaders, philosophers, scientists and economists of tomorrow may look back on their experience here at St. Therese and see the roots of their just, informed, socially responsible, and sustainable efforts to understand, develop, heal, and honor the world.

## **5. Instructional Methods:**

Since 2008, St. Therese faculty has been participating in an intensive professional development effort focused on Response to Intervention methodology, data management and understanding the medical model of strategic progress monitoring/intervention. This effort is aimed at helping teachers to better differentiate instruction to meet student's individual learning needs. St. Therese uses AIMSweb as a statistical resource for identifying and sorting students into specific learning levels. An AIMSweb assessment is implemented three times a year in order to diagnose those who may need further instructional assistance. Monthly progress monitoring is done in order to track student progress on individual target goals. The resource teacher assists in providing full inclusion instruction by routinely offering one-on-one, or small group tutoring alongside the classroom teacher. A child development psychologist regularly visits St. Therese School to work with students based on school staff recommendations. St. Therese teachers are observant and responsive to student's needs, recommending services for students who may be at-risk behaviorally or academically.

The Early Childhood Program at St. Therese participates in Child Find, an early intervention program to identify students who have special education needs. Students are identified as proficient or struggling in four areas: communication, social and emotional awareness, vision and hearing, and gross and fine motor skills. This early identification allows teachers to understand the educational dynamic of the classroom and to address the individual needs of each student.

Individual Catholic Education Plans (ICEPs) are given to students with specific needs (e.g., specific behavioral and emotional needs, English language learners, extremely gifted, etc.) on an as needed basis. St. Therese School also utilizes Title I services for qualifying students who need reading and math educational supplements. English language learners receive specialized instruction, where they are taught leveled reading and provided with translation assistance. Educational and technology resources are available for all students to improve academic achievement; educational software, media, and games are used to supplement classroom instruction (e.g., Read Naturally and Accelerated Reader/Star Reading).

## **6. Professional Development:**

St. Therese School's professional development programs are designed to increase its capacity to have both immediate and long-term impact on student achievement. Teachers are encouraged to use their professional development funds to seek out advanced degrees, or attend workshops, seminars, and webinars, which enhance the students' learning experience. St. Therese quickly updates its curriculum soon after new statewide curriculum initiatives are issued or research-based best practices become known. For example, St. Therese teachers recently became leaders among schools within the Archdiocese regarding the adoption of Backwards Design, a lesson plan technique whose goal is to "begin with the end goal in mind."

Most recent professional development has focused on the RtI program. School-wide assessment training has included AIMSweb, StudyIsland, Accelerated Reader and ReadNaturally.

The National Staff Development Council's professional development standards speak about "a community of learners." To establish a community of learners, St. Therese faculty implements the practices outlined by the Illinois Professional Teaching Standards (IPTs), National Educational Technology Standards for Teachers (NETS-T), and Technology Standards for School Administrators (TSSA). The school has established a school-wide collaborative support system to guide and train teachers in technology.

Professional development in technology at St. Therese currently includes opportunities that; 1) align with the Illinois Professional Teaching Standards (IPTs), 2) provide an in-depth understanding of technological application, 3) align with the school's scope and sequence and with the National Educational Technology Standards for Teachers (NETS-T), and 4) provide just-in-time teacher learning prior to student learning.

The goals and activities in St. Therese's technology plan, which include faculty professional development, are to transform the school into a student-centered constructivist approach by integrating technology, engaging a community of learners in authentic practice and assessment. St. Therese's plan provides teachers and administrators with opportunities to learn and practice this new approach by learning through small study groups. It is hoped that these professional development experiences will serve as a model of the very teaching/learning behaviors that teachers are learning to facilitate with their students.

## **7. School Leadership:**

The principal and faculty of St. Therese firmly believe that all children can learn. Providing students with the academic, social, and emotional support to reach his/her potential is a hallmark of the school. A solid curriculum, comprehensive assessments, and strong learning support systems have been responsible for student high achievement.

In the last decade the poverty rate at St. Therese has fluctuated from 55-77%. This year, students come from five foreign countries and speak 10 world languages other than English at home. Furthermore, St. Therese students study not one, but two world languages in-depth. Language Arts is taught as a hybrid of whole language and phonics approaches. A concerted effort is made at every grade to acquaint students to classic literature. Mathematics is taught one grade level higher in primary and middle grades and two full years above grade level in junior high. Graduates complete a year of high school algebra and geometry instruction before they enter high school. Units on discrete mathematics topics, probability and statistics are integrated in the junior high mathematics curriculum. Students in Social Studies class view live global news each day. Science classes challenge children to think critically and analyze. Hands-on experiences are coupled with 3D dissections and video demonstrations daily. The school's achievement is testimony to the belief that all children can learn.

These visionary programs and the commitment to digital literacy at St. Therese are made possible through tireless efforts of fundraising, grant writing and the fostering of university partnerships. Seeking outside financial sources and program support ensures that the educational tools necessary to enrich the teaching and learning experience are available while keeping tuition costs reasonable for school families. St. Therese has multiple relationships with universities such as Loyola University, DePaul University, Notre Dame and St. Xavier University to assist in mentoring teachers and program development. Grants from Tellabs, Chicago Community Trust, McGowan and Polk Brothers Foundations financially support technology enhancement, assessment pieces and professional development.

The principal believes in the distributed leadership model and mentors emerging leaders within the school to take on larger roles. Leadership at St. Therese believes it is educating tomorrow's global leaders today – multilingual, multifaceted, academically strong and technologically advanced. When expectations are high, children can, and will rise to the challenge. At St. Therese, the dreams and aspirations of many immigrant and first generation parents come to fruition – in their children's achievements.

# PART VI - PRIVATE SCHOOL ADDENDUM

1. Private school association: Catholic

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

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

<u>\$3940</u>	<u>\$3940</u>	<u>\$3940</u>	<u>\$3940</u>	<u>\$3940</u>	<u>\$3940</u>
K	1st	2nd	3rd	4th	5th
<u>\$3940</u>	<u>\$3940</u>	<u>\$3940</u>	<u>\$</u>	<u>\$</u>	<u>\$</u>
6th	7th	8th	9th	10th	11th
<u>\$</u>	<u>\$5050</u>				
12th	Other				

4. What is the educational cost per student? (School budget divided by enrollment) \$5285

5. What is the average financial aid per student? \$750

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

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 15%

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics                      Grade: 1                      Test: TerraNova Multiple Assessments  
Edition/Publication Year: 3/2007 Publisher: CTB/McGraw-Hill Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	85	80	92	93	94
Number of students tested	28	28	21	22	13
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	4	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b> St. Therese School does not have any ethnic subgroups greater than 10. The first grade class does not have 10 or more students in the free/reduced lunch subgroup.					

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## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 1

Test: TerraNova 3 Multiple Assessments

Edition/Publication Year: 3/2007 Publisher: CTB McGraw-Hill Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	86	73	92	94	91
Number of students tested	28	28	21	22	13
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	4	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b> St. Therese School does not have any ethnic subgroups greater than 10. The 2009-2010 first grade class did not have 10 or more students in the free/reduced lunch subgroup.					

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## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 2

Test: TerraNova Multiple Assessments

Edition/Publication Year: 3/2007 Publisher: CTB/McGraw-Hill Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	75	81	76	66	78
Number of students tested	28	21	18	13	22
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	0	0	0	0
Percent of students alternatively assessed	8	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score	72				
Number of students tested	12				
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b> St. Therese School does not have any ethnic subgroups greater than 10. Test data is not disaggregated based on free/reduced lunch at this time, but was calculated by hand.					

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## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 2

Test: TerraNova Multiple Assessments

Edition/Publication Year: 3/2007 Publisher: CTB/McGraw-Hill Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	76	80	73	63	52
Number of students tested	28	21	18	13	22
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	0	0	0	0
Percent of students alternatively assessed	8	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score	73				
Number of students tested	12				
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b> St. Therese School does not have any ethnic subgroups greater than 10. Test data is not disaggregated based on free/reduced lunch at this time, but was calculated by hand.					

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## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: TerraNova Multiple Assessments

Edition/Publication Year: 3/2007 Publisher: CTB/McGraw-Hill Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	87	64	51	86	74
Number of students tested	19	18	21	20	14
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	4	0	0	0	0
Percent of students alternatively assessed	21	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score	88				
Number of students tested	11				
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b> St. Therese School does not have any ethnic subgroups greater than 10. Test data is not disaggregated based on free/reduced lunch at this time, therefore this was calculated by hand.					

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## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: TerraNova Multiple Assessments

Edition/Publication Year: 3/2007 Publisher: CTB/McGraw-Hill Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	68	67	43	64	65
Number of students tested	19	18	21	20	14
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	4	0	0	0	0
Percent of students alternatively assessed	21	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score	65				
Number of students tested	11				
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b> St. Therese School does not have any ethnic subgroups greater than 10. Test data is not disaggregated based on free/reduced lunch at this time, therefore this was calculated by hand.					

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## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: TerraNova Multiple Assessments

Edition/Publication Year: 3/2007 Publisher: CTB/McGraw-Hill Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	78	47	79	81	80
Number of students tested	20	17	23	17	21
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	0	0	0	0
Percent of students alternatively assessed	15	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score	82				
Number of students tested	10				
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b> St. Therese School does not have any ethnic subgroups greater than 10. Test data is not disaggregated based on free/reduced lunch at this time, therefore this was calculated by hand.					

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## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: TerraNova Multiple Assessments

Edition/Publication Year: 3/2007 Publisher: CTB/McGraw-Hill Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	69	48	62	69	66
Number of students tested	20	17	23	17	21
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	0	0	0	0
Percent of students alternatively assessed	15	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score	76				
Number of students tested	10				
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b> St. Therese School does not have any ethnic subgroups greater than 10. Test data is not disaggregated based on free/reduced lunch at this time, therefore this was calculated by hand at this time.					

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## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: TerraNova Multiple Assessments

Edition/Publication Year: 3/2007 Publisher: CTB/McGraw-Hill Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	78	75	81	81	84
Number of students tested	20	24	23	22	18
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	0	0	0	0
Percent of students alternatively assessed	15	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score	76				
Number of students tested	17				
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b> St. Therese School does not have any ethnic subgroups greater than 10. Test data is not disaggregated based on free/reduced lunch at this time, therefore this was calculated by hand.					

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## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: TerraNova Multiple Assessments

Edition/Publication Year: 3/2007 Publisher: CTB/McGraw-Hill Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	69	65	76	68	69
Number of students tested	20	24	23	22	18
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	0	0	0	0
Percent of students alternatively assessed	15	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score	62				
Number of students tested	17				
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b> St. Therese School does not have any ethnic subgroups greater than 10. Test data is not disaggregated based on free/reduced lunch at this time, therefore this was calculated by hand.					

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## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6

Test: TerraNova Multiple Assessments

Edition/Publication Year: 3/2007 Publisher: CTB/McGraw-Hill Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	83	81	70	76	65
Number of students tested	20	21	23	20	21
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	5	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score	84				
Number of students tested	16				
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b> St. Therese School does not have any ethnic subgroups greater than 10. Test data is not disaggregated based on free/reduced lunch at this time, therefore this was calculated by hand.					

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## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6

Test: TerraNova Multiple Assessments

Edition/Publication Year: 3/2007 Publisher: CTB/McGraw-Hill Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	82	81	70	76	65
Number of students tested	20	21	23	20	21
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	5	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score	83				
Number of students tested	16				
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b> St. Therese School does not have any ethnic subgroups greater than 10. Test data is not disaggregated based on free/reduced lunch at this time, therefore this was calculated by hand.					

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## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 7

Test: TerraNova Multiple Assessments

Edition/Publication Year: 3/2007 Publisher: CTB/McGraw-Hill Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	91	92	95	94	93
Number of students tested	17	23	23	22	23
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b> St. Therese School does not have any ethnic or free/reduced subgroups greater than 10 in seventh grade for 2009-2010.					

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## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 7

Test: TerraNova Multiple Assessments

Edition/Publication Year: 3/2007 Publisher: CTB/McGraw-Hill Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	83	73	68	68	77
Number of students tested	17	23	23	22	23
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b> St. Therese School does not have any ethnic or free/reduced lunch subgroups greater than 10 in grade 7 for 2009-2010.					

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## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 8

Test: TerraNova Multiple Assessments

Edition/Publication Year: 3/2007 Publisher: CTB/McGraw-Hill Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	
<b>SCHOOL SCORES</b>					
Average Score	92	96	92	92	
Number of students tested	22	23	21	22	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	1	0	0	0	
Percent of students alternatively assessed	5	0	0	0	
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score	93				
Number of students tested	18				
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b> 2005-2006 eighth grade students were not tested. St. Therese School does not have any ethnic subgroups greater than 10. Test data is not disaggregated based on free/reduced lunch at this time, therefore test data was calculated by hand.					

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## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 8

Test: TerraNova Multiple Assessments

Edition/Publication Year: 3/2007 Publisher: CTB/McGraw-Hill Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	
<b>SCHOOL SCORES</b>					
Average Score	85	82	71	80	
Number of students tested	22	23	21	22	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	1	0	0	0	
Percent of students alternatively assessed	5	0	0	0	
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score	86				
Number of students tested	18				
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b> 2005-2006 eighth grade students were not tested. St. Therese School does not have any ethnic subgroups greater than 10. Test data is not disaggregated based on free/reduced lunch at this time, therefore the data was calculated by hand.					

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