



# PART I - ELIGIBILITY CERTIFICATION

12PV28

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 2011-2012 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 foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
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

12PV28

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: Suburban

4. Number of years the principal has been in her/his position at this school: 7

5. Number of students as of October 1, 2011 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	28	35	63		<b>6</b>	21	20	41
K	18	16	34		<b>7</b>	7	14	21
1	20	30	50		<b>8</b>	23	18	41
2	24	13	37		<b>9</b>	0	0	0
3	12	15	27		<b>10</b>	0	0	0
4	19	22	41		<b>11</b>	0	0	0
5	12	18	30		<b>12</b>	0	0	0
<b>Total in Applying School:</b>								<b>385</b>

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
4 % Asian  
5 % Black or African American  
8 % Hispanic or Latino  
1 % Native Hawaiian or Other Pacific Islander  
81 % White  
1 % 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 2010-2011 school year: 0%

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, 2010 until the end of the school year.	1
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	0
(3)	Total of all transferred students [sum of rows (1) and (2)].	1
(4)	Total number of students in the school as of October 1, 2010	356
(5)	Total transferred students in row (3) divided by total students in row (4).	0.00
(6)	Amount in row (5) multiplied by 100.	0

8. Percent of English Language Learners in the school: 0%

Total number of ELL students in the school: 0

Number of non-English languages represented: 0

Specify non-English languages:

9. Percent of students eligible for free/reduced-priced meals: 0%

Total number of students who qualify: 0

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the 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: 12%

Total number of students served: 45

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>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>16</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>17</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>29</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>1</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>20</u>	<u>2</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>5</u>	<u>4</u>
Paraprofessionals	<u>0</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>2</u>	<u>1</u>
Total number	<u>28</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:

19:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	96%	96%	95%	95%	96%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

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 \_\_\_\_\_ %

**Total** \_\_\_\_\_ **0%**

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

No

Yes

If yes, what was the year of the award?

Excellence in all endeavors, with an eye toward the future, has long been a tradition in River Forest, Illinois. Even at the turn of the last century, famed architect Frank Lloyd Wright recognized the community's progressive and innovative nature when he chose to build scores of his Prairie-style homes here. Maintaining that reputation for open-mindedness, achievement, and novel ideas is important to area residents. Hence, they seek well-rounded educations for their children like that offered at St. Luke School where students are taught to become critical and creative thinkers who learn, over time, how to approach and solve increasingly complex questions. Students attend St. Luke from over ten surrounding suburbs and Chicago.

The mission of St. Luke School is dedicated to providing students with the advantage of a well-rounded Catholic education in grades pre-kindergarten-8. St. Luke is committed to nurturing the spirit and engaging the intellect of each child. St. Luke prepares students with a strong foundation of rigorous academics and a vibrant school community rooted in the shared values of faith, excellence, service, responsibility, and love.

As a Catholic school, St. Luke is committed to teaching as Jesus did and to sustaining a community of faculty, staff, and students who reflect Christ's message for peace and justice. Consequently, the faculty incorporates the Gospel message into all subject areas, while helping the students develop a life-long relationship with God and an appreciation for the Catholic faith. There is also a long-standing reputation for academic excellence at St. Luke. Under the guidance of our experienced and highly-qualified faculty, our students become life-long learners and responsible citizens who maintain a sense of curiosity about the world and consider learning a gift. To our great pride, St. Luke students have received academic scholarships from Catholic high schools; become National Merit Scholars; been award-winners at the Chicago Metro History Fair; won writing contests sponsored by local newspapers; won art contests; and been consistent award-winners at the Illinois State Science Fair. For these reasons, St. Luke School is worthy of being a Blue Ribbon School.

St. Luke also provides a nurturing and supportive environment that aids the moral, social, and emotional growth of our students. St. Luke students go on to become leaders in high school. They also devote their energy to volunteer at charitable agencies such as Catholic Charities, Amate House, Holy Childhood Association, Holiday Food Gift Baskets of Oak Park, Illinois, PADS outreach to the homeless, Misericordia home for the mentally disabled, and the Heifer Project. Our students also raised \$30,000 for the Sri Lanka Tsunami Project which was used to build a school library, and worked to support the Blackfeet Indian School in Montana. Locally, St. Luke students originated and carried out a successful campaign called Save Silver Creek, a local stream that flowed through a residential neighborhood but was polluted with trash from a nearby mall.

St. Luke School offers many opportunities for students to grow through experiences such as athletics, band, music lessons, after school clubs, choirs, a student council, cultural arts programming, speech team and much more. These opportunities help shape our students as individuals and allow them to grow into productive adults. We teach them to respect themselves and others, as well as the world in which they live. The goal of St. Luke School is to send forth students who are academically prepared, have a strong moral foundation, and are committed to continuing their education throughout their lives.

Our students enjoy learning in a building with a 10,000-volume library, two computer labs with a mixed environment of Windows based and Mac systems, a science lab, gymnasium, and cafeteria/community room. Our preschool program is approved by the National Association for the Education of Young Children and as such is committed to preparing our littlest angels for their upcoming school years through a multitude of learning experiences designed to light the fire of learning. In addition, faculty, staff and

parents work as a team to enhance the educational environment St. Luke School offers. The music program offers guitar lessons, string lessons, a band, and both cherub and children's choirs. The art club is dedicated to discovering the nurturing artist in everyone. The Reading Olympics, Math and Science contests, speech team, and cultural arts assemblies offer learning opportunities outside of the classroom. Finally, St. Luke School's strong and vibrant spirit comes through in its annual Walk-A-Thon, yearly Junior High dance, Catholic Schools Week events, Cherished Ones Day, Donuts for Dads, pep rallies, and sports tournaments.

Through all of these diverse methods, St. Luke School seeks to be a vital part of its community and to develop students who want to make a positive impact on their world.

### 1. Assessment Results:

St. Luke School ("SLS") assesses its students in several ways including through standardized tests, locally prepared assessments, and individual student conferences. The Terra Nova is administered to grades 3-7 while the EXPLORE test, a pre-ACT test, is administered to the 8<sup>th</sup> graders. The Terra Nova allows SLS to measure student and curriculum progress over time and provides longitudinal data not only for the individual students, but also, for various groups. The test also provides a cognitive index which identifies anticipated scores for each student. The philosophy of St. Luke is that each student's level of proficiency should meet or exceed their anticipated score. It is a primary goal of St. Luke that the students not only achieve their potential, but also, are challenged to grow intellectually. SLS has succeeded in attaining that goal. The Terra Nova scores consistently reflect achievement at or significantly above the anticipated scores for St. Luke students.

A quick glance at test results from the 2010-2011 school year substantiates this achievement. In grades 3, 4 and 6, obtained scores exceeded anticipated scores in all five subject areas tested. In grade 5, obtained scores exceeded the anticipated scores in four of the five subjects tested. The obtained scores in science did not reach the anticipated score. In the middle school, SLS uses a specialized science curriculum that focuses on geology, chemistry, and physics. The Terra Nova assesses general science knowledge. In grade 7, in three of the five subject areas tested, obtained scores exceeded the anticipated scores. The obtained scores in Science did not reach the anticipated score. The assessed grades at St. Luke have consistently scored above the qualifying benchmark under the guidelines stated in the Blue Ribbon Schools criteria. SLS is proud of this accomplishment. Notably, St. Luke is a school that includes all students regardless of ability levels.

Quartile rankings, as reported by the Terra Novas, are another measure that St. Luke considers in regard to acceptable performance levels. The 2011 Terra Nova results reported all students for total battery results in the top 3 quartiles (26-99). In addition, there were only 5 students in the 26-50 percentiles. The remainder of the students scored in the top two percentiles. St. Luke deems these numbers acceptable.

Thirty four percent of the 8<sup>th</sup> grade students scored at the 90<sup>th</sup> percentile or higher on the EXPLORE test. Many students from St. Luke apply to Catholic High Schools. In the past 3 years, 100% of St. Luke students have been accepted into the high school of first choice. The students are regularly placed into honors classes in both the private and public high schools.

In analyzing the Terra Nova scores for the last five years, there is only one score that fell below the NPNCE of 70 (2007 5<sup>th</sup> grade reading). The trend for the scores reflects a rise over the last 5 years. Scores for the highest grade tested in 2011, according to the NP of the mean NCE, was 78 in Reading and 94 in Mathematics.

In 2007, St. Luke began placing greater emphasis on mathematics and science because of the previous years' scores. SLS has seen a significant increase in mathematics and science scores due to the hiring of high quality mathematics and science teachers, emphasis on highly effective instructional strategies, and differentiated instruction and assessment.

Upon examination of the test results, it became apparent that the SLS reading scores were not commensurate with mathematics and science scores. St. Luke made the commitment five years ago to become a balanced literacy school. St. Luke has made significant gains from 2007-2011. This continues to be a work in progress. In August of the current school year, SLS added guided reading and guided writing as additional components to the Balanced Literacy Program. The program emphasizes higher order

reading skills that are the type of skills tested by the Terra Nova and required of successful readers. St. Luke continues to stress basic understanding, comprehension, and application of reading strategies. In order to further the goal of commitment to reading, St. Luke has implemented a literacy block for all grade levels. All staff, including administration and specials teachers, are actively involved in the teaching of literacy.

In the subject area of mathematics, it was noted that geometry and measurement were areas of weakness. Those particular skills were generally taught at the end of the school year. The mathematics committee, in their yearlong curriculum map, readjusted their teaching schedules. The mathematics teachers are now teaching these skills earlier in the year. They are also incorporating these skills into everyday life situations.

The administration also uses the data to gauge what instructional strategies are successful; what professional learning opportunities need to be developed to further teacher's knowledge; how to guide students to a deeper understanding of core subjects; and to monitor learning.

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

The results of the Terra Nova tests taken in March are mailed to the school in May. Before the results are sent home, the testing committee assembles folders for the teachers with the following information:

- Instructional Grouping Report;
- Assessment Summary which provides the distribution of student scores by content area and numeric distribution;
- Assessment Summary that analyzes the anticipated score versus the obtained score for each student; and
- Analysis of the OPI report that provides objectives and skills for individual subject areas.

The faculty then meets in their curriculum areas to analyze the results. Areas that have been targeted as weaknesses are discussed and goals are set to address these concerns. Later, at an all-school faculty meeting, the strengths and weaknesses as a school are discussed. The faculty celebrates their accomplishments as well. The faculty next discusses the quartile distribution and studies the distribution of individual students, keeping in mind that standardized tests are just a "snap shot" of one day in the life of a child. The quartile report helps to identify those students who need extra support and those students who are ready for enrichment in any subject area. The teachers then differentiate their instruction and homework. The teachers meet monthly to monitor their progress with the objectives and share successful strategies.

In kindergarten as well as in the first and second grades, St. Luke uses ISEL-Illinois Snapshots of Early Literacy to assess the students. The ISEL is administered in the fall and spring. The assessment is administered individually to monitor early literacy skills (alphabetic knowledge, comprehension of stories, phonological awareness, better sound relationship, developmental spelling, word recognition, vocabulary, and fluency). This standardized assessment is used to identify students in need of special support or enrichment.

Each May an individual Terra Nova home report is mailed to the families in grades 3 through 7, with a letter that explains how to interpret the scores. Included in the letter is an explanation of the results in detail as well as a breakdown of how St. Luke performed overall. Individual grade scores are reported by Median National Percentile. In addition, a Lexile Report is included with the letter. This report is a standard score that matches each student's reading ability with the difficulty of text material. The parents are not only provided with their children's scores, but also, given a list of recommended books that are below, at, and above their child's reading level.

The testing committee meets individually with the families who request a private interpretation of their child's test results. At this meeting, additional reports are used to provide suggestions to the families to help their children enhance their skills.

The administration prepares a summary that is presented to the Board of Specified Jurisdiction in June. This report includes student performance based on national norms, obtained scores versus anticipated scores, and an analysis of strengths and weaknesses. School curriculum goals are presented and financial decisions are made to help support the goals set.

Finally, the school uses locally prepared assessments to monitor student's progress. Grades 4-8 use Power School, an on-line grading system which allows parents to check their child's progress as frequently as they wish. Formal parent-teacher conferences are held twice a year, at the end of the first and second trimesters. Report cards are sent home at the end of each trimester. Parents and teachers are partners in their child's education and communication is an important aspect of that partnership.

Students achieving honor roll are celebrated at the end of each semester with an honors breakfast. Parents and the community are invited to come and share in the celebration honoring those students. The honor roll list is published in the school's weekly bulletin that is sent to parents and the community. As St. Luke students move on to high school, a list of those students achieving honor roll in high school is published in the bulletin for the parents and community to see how the graduates are succeeding.

Next school year, St Luke School is moving toward standard-based report cards that will better communicate how students are doing developmentally. The standard-based report cards will better help parents and the school to identify specific areas where students are excelling or struggling.

### **3. Sharing Lessons Learned:**

The schools of the Archdiocese of Chicago are divided into councils. St. Luke School is one of ten schools in its council. The principals from these ten schools meet monthly to exchange ideas and share concerns. Plans are discussed for professional development and activities within the community. The meetings are structured in such a way that the principals are able to share successful ideas and strategies, as well as brainstorm solutions for any issues raised.

In October, the council has a professional development day hosted by five schools. The teachers are divided according to grade levels and sent to different schools. During the course of the day, current education practices are presented and teachers spend time with their grade level, sharing successful strategies and ideas.

St. Luke and the local public school district have a strong working relationship. The district and the local private schools meet together in the fall and spring to share information about state funding, new initiatives, and RTI. SLS teachers attend workshops presented by the district. The local public school district also generously provides staff who present in-service sessions for the teachers.

Each of St. Luke's teachers serves on Archdiocesan curriculum groups. In this capacity, they brainstorm with teachers from schools throughout the Archdiocese to evaluate and update curricula. National standards and core curriculum standards are used in this process. In addition, two teachers as well as St. Luke's administration serve on S.A.A.T. (Student Assessment Team) where they research, write, and evaluate a standard-based report card for the Archdiocese.

St. Luke teachers share their knowledge with students from Dominican and Concordia Universities. St. Luke also welcomes student teachers and students needing observation hours.

In helping to prepare SLS students for high school, the middle school teachers attend yearly articulation meetings with the local high schools. At these meetings, they discuss curriculum and observe the different academic levels.

#### **4. Engaging Families and Communities:**

As you walk through St. Luke School, it is not uncommon to bump into a parent or neighbor who is volunteering for the day. Without parent and community involvement, SLS would not be the school it is today.

There are multiple events throughout the year that invite the families and community into the school. On the day that a new family enrolls, they are assigned a “buddy” family. This family walks them through the “ins and outs” of SLS to ensure success. The “boo-hoo” breakfast is one of the busiest mornings at St. Luke. The parents and grandparents of our newest little angels are invited to join other new parents to shed tears as their children enter school for the very first time. Another popular event at St. Luke is “Donuts for Dads”. This event welcomes all the dads, grandfathers, and neighbors to join the students for a donut and coffee. Further, parents, grandparents, and the community are invited to share the students’ successes with the honor roll breakfast that is held twice a year.

“Cherished Ones Day” is a yearly event that invites parents and community members to spend the morning interacting with students and working on projects. The day culminates with an all-school Mass celebrating our parents and community for all they do for St. Luke School.

Each year we invite community members to judge our Science and Chicago History Fairs. The judges love the opportunity to participate and are invited to share their knowledge and insights with the entrants. The parents and community are also invited to join the students at Math and Reading nights. It is at these events that the students interact with the community and show off their skills. Likewise, the community is tested on their skills in these important subject areas. Guest readers can always be found throughout the school. One-on-one guided reading is done with the students to ensure the student is reading at or above grade level.

Finally, only 25% of the St. Luke Board of Specified Jurisdiction is made up of St. Luke School parents. The remaining 75% are community members. St. Luke is fortunate to have many community volunteers who work with its students in various capacities. The community members are chosen based on their talents and expertise. They provide development, finance, and enrollment management advice. They also help SLS access various community resources.

## 1. Curriculum:

St. Luke School has a written curriculum in all subject areas that is aligned with the Illinois State Standards, Archdiocesan Curriculum Standards and Standards set forth by the National Subject Area Associations.

**Reading:** The curriculum in grades pre-kindergarten through fourth includes phonics, vocabulary, fluency, and comprehension components. The 5<sup>th</sup> and 6<sup>th</sup> grades apply the basics of reading to a more complex content. The 7th and 8th grades focus on a literary studies format. Beginning in grade 3, novel sets are used throughout the school.

**Language Arts:** The curriculum is balanced literacy. Through writing, students, beginning in kindergarten, demonstrate meaning by making connections, comparing and contrasting, while utilizing a variety of writing methods such as four-square writing, writer's workshops as well as incorporating daily oral language, grammar, spelling and editing skills in order to begin with the well-structured sentence, progress to a well-developed paragraph, and culminating in the well-formed essay.

**Mathematics:** The curriculum utilizes multiple approaches to instruction. Students achieve proficiency and mathematical fluency in number sense and operations, algebraic thinking, geometry, measurement, statistics, and problem solving. The curriculum includes pre-algebra, algebra, and high school level geometry and pre-calculus/trigonometry.

**Science:** Students are given the opportunity to explore concepts through firsthand experiences. Through labs and the use of method, students explore the world around them. Grades 1-6 feature a spiral approach, leading to mastery of topics in life science, earth science, and physical science. Seventh grade focuses on biology and eighth grade on chemistry and physics.

**Social Studies:** The primary grades concentrate on community at a local level and expand to our world community. Fourth graders survey our national story. Fifth graders study the early history of the United States up to the Reconstruction period. Sixth graders study European history and ancient civilizations. The seventh grade studies South America, Africa and Asia. Both the United States and Illinois Constitutions are studied. The eighth grade studies the history of the United States, from the Civil War and Reconstruction to the Cold War.

**Fine Arts:** Music genre and art history as well as inquiry into specific artists of importance are studied throughout the year. Students participate in musical performances, public speaking, poetry/prayer reading, and drama displays. Students learn to read, play and sing as well as recognize different rhythm patterns. Band, strings and guitar programs support the curriculum.

**Spanish:** St. Luke School is in compliance with the program's foreign language requirements. Beginning in pre-kindergarten, the program builds vocabulary, key phrases, and basic grammar by using color posters, flash cards, songs, games, and multimedia. The 4th-8th grades use the language to communicate within and beyond the classroom. They study the customs, arts, literature, history, and geography associated with the Spanish language.

**Technology:** The National Educational Technology Standards for Students, Teachers and Administrators (NETS\*S) is followed. The technology curriculum begins in prek4 with beginner computer skills. By the time they leave 8th grade they are able to format documents; create spreadsheets, databases, iMovies and

iBooks. Responsible use of technology and how to recognize credible resources from the internet is taught throughout.

**Physical Education:** The curriculum begins in pre-kindergarten. The program emphasizes physical health through exercise, and team cooperation. The students learn the fundamentals of various sports, healthy eating, and hygiene habits are emphasized

**Religion:** St. Luke lives the Catholic faith as well as nurtures the spirit from early childhood through eighth grade. Spiritual development is offered through use of scripture study, study of Catholic doctrine, shared reflections, retreats, and liturgical activities. Every student learns that they are one small part of a larger world and participate in service projects.

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

The pre-school state standards based reading curriculum is used with the 3 and 4 year old students at St. Luke. In addition, the NAEYC standards along with the Archdiocesan curriculum are followed. Being the most basic and essential subject taught in the elementary grades, reading is given high priority. In the primary grades, the reading program emphasizes writing, phonics, vocabulary, fluency, and comprehension. The Scott Foresman series along with the Fountas & Pinnell guided reading system, is used in kindergarten through 4<sup>th</sup> grade. In the 5<sup>th</sup> and 6<sup>th</sup> grades, the McMillan-McGraw series is used along with additional novel sets. The emphasis in those grades is on applying the basics of reading to more complex content. The guided reading system extends into 6<sup>th</sup> grade for additional supplements. The D.C. Heath series, along with novel sets, are used in the 7<sup>th</sup> and 8<sup>th</sup> grades. The focus for the junior high students is on a literary studies format.

In analyzing the school's Terra Nova scores over the last 5 years, the reading scores did not meet St. Luke's expectations. Therefore, St. Luke made the commitment to become a balanced literacy school. A balanced literacy approach promotes reading skills and literacy among St. Luke children based on defined reading stages: early, emergent, developing, fluent, and independent. A balanced literacy framework entails a whole-class approach to reading development that requires SLS to assess students' learning needs; to plan instruction based on those needs; and to set-up learning stations and strategies that support a literate classroom. The balanced literacy program includes the following segments: Read aloud; Shared reading; Guided reading; Interactive reading; Independent reading; Independent writing; and Write-aloud/modeled writing; Shared writing. Enrichment groups are created for those students who meet or exceed their anticipated scores. Resource is available for those students not meeting their anticipated scores.

The balanced literacy curriculum also emphasizes speaking, listening, presenting, writing, reading, and reviewing. St. Luke is committed to teaching literacy blocks in the schedule while also using a one-to-one approach with each student. Further, professional development is a critical part of the balanced literacy process. In that regard, St. Luke has partnered with Roosevelt University and has created a year-long development plan that began in August 2011.

## **3. Mathematics:**

The mathematics curriculum is aligned with the NCTM focal points, Illinois State Standards, and the Archdiocese of Chicago Standards. The curriculum committee meets in May of the previous year to assess the Terra Nova results. Based on those results, school-wide goals are set for the year and students' needs are identified.

Saint Luke utilizes a comprehensive, cohesive mathematics curriculum that provides cognitively appropriate resources and instruction to students across all grade levels. Each teacher has mapped out the curriculum and regularly reviews the monthly maps to ensure the goals are being met. Students achieve

proficiency and mathematical fluency in number sense and operations, algebraic thinking, geometry, measurement and statistics, and problem solving. Each of these strands is woven throughout the Mathematics curriculum and supported by interdisciplinary projects with other subject areas.

The rigorous, high quality mathematics curriculum utilizes multiple approaches to instruction that activate higher order thinking skills in our students. Students are encouraged to engage in risk taking, investigation, reasoning, analysis, and problem solving as they strive to gain a deeper understanding of both fundamental and advanced mathematical concepts. Saint Luke offers mathematics instruction that is customized to student need so that all students are challenged and experience success on a daily basis.

This year the mathematics committee is looking at the new common core standards, and is beginning the process of comparing those standards with our current curriculum. Those standards will be fully implemented by the 2012-2013 school year.

Enrichment opportunities and additional support exist for all students. Pre-algebra, algebra, geometry, and pre-calculus/trigonometry courses are offered to qualifying students. Additionally, each year many of our students participate in several mathematics competitions held at local high schools.

Homework club, for students wanting extra homework help, is offered three days a week and is supervised by teachers. The principal and the resource teacher work with small groups of math students who are not developmentally at the appropriate grade level. Flexible grouping and differentiated assignments within the classroom are used to further meet the needs of all students. Teachers work before and after school with students as well.

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

The goal of the Technology Plan for St. Luke School is to integrate a variety of technology platforms and applications into everyday student life, using the National Educational Technology Standards for Students (NETS•S). The technology platform for the school is an integrated environment of PCs and Macs.

The primary computer lab has 25 iMacs for students use. In addition, St. Luke has a secondary PC lab as well as two mobile Mac laptop carts, all of which provide the students with access to technology for any type of classroom assignment.

The teachers are provided MacBook laptops so that they can prepare their lessons on the same type of computers that the students use. Teachers submit their lesson plans online using a lesson plan format that allows them to insert curriculum standards, state standards, and school goals. In addition, St. Luke has added a number of SMARTBoards to bring interactive technology into a classroom setting.

A variety of applications and online technology are used to teach the computer skills necessary for students to be proficient in the technology world. The computer curriculum is tied directly to student activities in other subjects and allows for differentiation based on student skill levels. The primary grades use many online learning sites (starfall.com, abcya.com, internet4classrooms.com) to teach basic computer skills, while supplementing the reading and math programs in the classroom. Each site provides a variety of leveled programs to allow students to work at their own pace. In 3rd grade, the focus is on keyboard techniques, research, and use of digital storytelling (storybird.com) to bring projects to life. The 5th and 6th grades learn public speaking skills by presenting class assignments such as book reports and social studies projects through Keynote and Podcasts. The 7th and 8th grade students use online text books and research for the Science Fair, and iMovie for their Chicago History Fair projects.

St. Luke School has undertaken numerous initiatives to use technology to open the classroom to the outside community. Through the use of our on-line grade book and school website, parents can stay

informed about the activities in the classroom as well as communicate questions and concerns to the teachers.

## **5. Instructional Methods:**

At St. Luke School greater emphasis is placed on learning rather than on what is being taught. Observable teacher artifacts demonstrate an appreciation of Blooms Taxonomy, NCEA Best Practices, and Marzano's Instructional Strategies. Each teacher keeps an artifact box that evidences their use of these strategies. During their final evaluation with the administration, the teachers and administration review the artifact box and talk about what was successful and what will be the next step. St. Luke feels that children learn through exploring their world. The size and population of the school allows teachers to do a number of cross-curricular as well as whole-school thematic units. Sharing knowledge and resources among the staff is crucial to addressing the individual needs of our students. Although essential curricular goals may be similar for all students, methodologies employed in a classroom must be varied to suit the individual needs of all children. Therefore, instruction must be differentiated to be effective.

Differentiated instruction means creating multiple paths so that students of different abilities, interests, or learning needs experience equally appropriate ways to absorb, use, and develop concepts as a part of their learning process. St. Luke provides this learning experience to its students.

St. Luke utilizes learning tools from a variety of sources. Discovery Education, online textbooks, LCD projectors, SMART Boards, and laptops in class are used to aid student learning. Classrooms are equipped with tools to address individual styles of learning including books on CD, white boards, overhead projectors, manipulatives, unit labs, tiered assessment, and stations to challenge and reinforce daily learning.

In addition, St. Luke has a special education teacher on staff. Accommodations are made for students with special needs which include behavior charts and contracts, use of calculators, notes from lectures, review sessions, desktop lists of tasks, and extended time for testing.

Finally, St. Luke has an enrichment program which offers opportunities beyond the classroom. Each class in grades 1 through 4 has enrichment for a 40 minute period once a week. The themes for enrichment are planned with the grade level teachers to provide an extension for what is taught in the regular curriculum. For example, second grade students planted a garden outside their classroom while studying seed growth; third grade students examined owl pellets when they studied food chains and producers and consumers in science class; and fourth grade students made soda bottle terrariums while studying plants.

## **6. Professional Development:**

The leadership of St. Luke School believes that one of the ways excellence is achieved is through the systematic, high quality professional development of its leadership, teachers, and staff. To create a culture of self-directed learning and to address the needs of twenty-first century learners, teachers need both in-school and out-of-school time to work alone and collaboratively on fields of interest, to discuss and share ideas with others, and to advance their knowledge and skills. Appreciating the background and experience that teachers bring to the classroom is part of the process of creating a school of excellence.

The SLS 2011-2012 professional development plan is designed to address three areas: Balanced Literacy, Inquiry-project based learning, and the new Common Core Standards. The choice of these three areas was date-driven from our Terra-Nova Scores, articulation meetings with the local high schools, and the needs of our students. In examining our Terra Nova scores, we noticed that our Reading scores were not our strongest.

Beginning the third week of August, teachers had five days of in-services. Three of the in-services used professional presenters to address the initiatives identified in the professional development plan.

- Balanced Literacy-Reading Chairperson at Roosevelt University;
- Inquiry-project based learning-Loyola University and the Archdiocese of Chicago;
- New Common Core Standards-Collaborative Learning.

A two year timeline was established for the implementation of these areas. Three in-services were planned throughout the year. In addition, the curriculum units and the grade level units planned two meetings a month to monitor implementation of these initiatives throughout the school.

The Twenty-first century learners also must be able to integrate the use of technology into their lives. Saint Luke School has created a technology plan that includes a professional development component. Here at SLS we do not use technology simply for the sake of technology. We authentically integrate the use of technology into every curriculum area. The teachers have attended workshops on the use of SMART boards; use of Powerschool; and use of websites, web quests, imovies, Pages and various other programs. Saint Luke teachers are encouraged to attend technology conferences such as the Archdiocesan sponsored Technology Conference in November and the ICE conference.

In addition, teachers are offered a \$1,200 annual professional development allotment. Teachers may use these funds in a variety of ways: professional subscriptions, workshops and conferences, pursuing higher education, or developing the content of the subject matter they teach.

## **7. School Leadership:**

St. Luke School's leadership is responsible for creating a climate for academic success. The principal and pastor, in collaboration with the faculty, staff, and Board of Specified Jurisdiction (BSJ), establish best practices and policies that support the mission of St. Luke School.

The faculty is divided in two different ways to ensure horizontal and vertical articulations. First each faculty member is assigned to one of the following grade units: pre-kindergarten through grade two; grades three and four; grades five and six; seven and eight; and specials.

An assigned unit coordinator is responsible for mentoring new teachers, conducting weekly unit meetings for professional development, monitoring student progress, and addressing any concerns. These unit coordinators also serve on the Principal's Advisory Committee. This committee, which meets with the principal once a month, acts as a liaison between the faculty and principal. Accordingly, the committee assists the principal in decision making, setting goals, planning professional development and resolving faculty concerns.

Second, the faculty is divided into curriculum areas with a coordinator. The curriculum committees, with the guidance of the coordinators, assess test results to create goals, identify students for enrichment and support, map the curriculum, and participate in textbook selection. The curriculum coordinators then meet with the principal to discuss the goals and report on the curriculum. The principal and pastor have provided all of this information to the BSJ, who are in the process of preparing a new 5 year plan addressing St. Luke's curriculum and long range academic goals.

The principal ensures academic success by observing in the classrooms weekly; enforcing the discipline code in a fair but firm manner; setting goals supported by administration, staff, and students, conferring with teachers in instructional matters; and using faculty meetings for professional development based on the school goals.

The principal maintains an orderly environment by ensuring a well-maintained building that provides pleasant working conditions; by modeling expectations of fair and equal treatment; by building consensus both explicit and implicit for academic emphasis; and by providing opportunities for teachers to collaborate with one another. The principal accomplishes this through weekly, focused faculty meetings that emphasize curriculum, technology, RTI, discipline, and working together.

The principal participates in several professional organizations including NCEA, NSSP, ASCD, IPA, NAEYC. The principal also serves on several key committees of the Archdiocese of Chicago, including student assessment and curriculum committees.

# 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 2011-2012 tuition rates, by grade? (Do not include room, board, or fees.)

<u>\$4670</u>	<u>\$4670</u>	<u>\$4670</u>	<u>\$4670</u>	<u>\$4670</u>	<u>\$4670</u>
K	1st	2nd	3rd	4th	5th
<u>\$4670</u>	<u>\$4670</u>	<u>\$4670</u>	<u>\$</u>	<u>\$</u>	<u>\$</u>
6th	7th	8th	9th	10th	11th
<u>\$</u>	<u>\$</u>				
12th	Other				

4. What is the educational cost per student? (School budget divided by enrollment) \$6000

5. What is the average financial aid per student? \$326

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?  
7%

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 13%

# PART VII - ASSESSMENT RESULTS

## NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: Terra Nova

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

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	84	91	86	84	82
Number of students tested	40	28	39	25	41
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	4	4	2	4	6
Percent of students alternatively assessed	10	14	5	16	15
<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>					

12PV28

## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: Terra Nova

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

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	82	84	72	80	71
Number of students tested	40	28	39	25	41
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	4	4	2	4	6
Percent of students alternatively assessed	10	14	5	16	15
<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>					

12PV28

## NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: Terra Nova

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

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	89	88	84	86	91
Number of students tested	28	35	22	43	30
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	4	6	4	6	5
Percent of students alternatively assessed	14	17	18	14	17
<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>					

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## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: Terra Nova

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

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	90	93	96	81	86
Number of students tested	28	35	22	43	30
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	4	6	4	6	5
Percent of students alternatively assessed	14	17	18	14	17
<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>					

12PV28

## NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: Terra Nova

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

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	86	91	84	84	71
Number of students tested	37	22	43	30	28
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	4	7	5	0
Percent of students alternatively assessed	8	18	16	17	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>					

12PV28

## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: Terra Nova

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

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	77	79	78	78	68
Number of students tested	37	22	43	30	28
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	4	7	5	0
Percent of students alternatively assessed	8	18	16	17	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>					

12PV28

## NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 6

Test: Terra Nova

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

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	76	84	81	86	79
Number of students tested	21	39	28	29	44
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	6	3	3	5
Percent of students alternatively assessed	14	15	11	10	11
<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>					

12PV28

## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 6

Test: Terra Nova

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

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	81	81	79	75	76
Number of students tested	21	39	28	29	44
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	6	3	3	5
Percent of students alternatively assessed	14	15	11	10	11
<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>					

12PV28

## NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 7

Test: Terra Nova

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

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	94	91	90	89	77
Number of students tested	42	27	28	42	37
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	4	0	6	5
Percent of students alternatively assessed	7	15	0	14	14
<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>					

12PV28

## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 7

Test: Terra Nova

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

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	78	82	81	80	72
Number of students tested	42	27	28	42	37
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	4	0	6	5
Percent of students alternatively assessed	7	15	0	14	14
<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>					

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