



## **PART I - ELIGIBILITY CERTIFICATION**

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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 configuration 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 (AYP) or its equivalent 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 AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP status appeals must be 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 2007 and each tested grade must have been part of the school for that period.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The 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.
10. 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.
11. 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.

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### 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: 7

5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	22	31	53
K	21	10	31
1	13	14	27
2	14	13	27
3	14	15	29
4	10	9	19
5	6	6	12
6	8	13	21
7	8	5	13
8	6	6	12
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
<b>Total in Applying School:</b>			244

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
9 % Asian  
3 % Black or African American  
7 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
65 % White  
16 % 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 2011-2012 school year: 5%  
This rate is calculated using the grid below. The answer to (6) is the mobility rate.

Step	Description	Value
(1)	Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year.	8
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	5
(3)	Total of all transferred students [sum of rows (1) and (2)].	13
(4)	Total number of students in the school as of October 1, 2011	248
(5)	Total transferred students in row (3) divided by total students in row (4).	0.05
(6)	Amount in row (5) multiplied by 100.	5

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: 3%  
 Total number of students who qualify: 8

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: 13%  
 Total number of students served: 32

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>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>9</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>12</u> Specific Learning Disability
<u>3</u> Emotional Disturbance	<u>5</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>0</u> Multiple Disabilities	<u>5</u> Developmentally Delayed

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

	<u><b>Full-Time</b></u>	<u><b>Part-Time</b></u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>17</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>4</u>	<u>2</u>
Paraprofessionals	<u>2</u>	<u>1</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>5</u>	<u>2</u>
Total number	<u>30</u>	<u>5</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:

14:1

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

	<b>2011-2012</b>	<b>2010-2011</b>	<b>2009-2010</b>	<b>2008-2009</b>	<b>2007-2008</b>
Daily student attendance	97%	97%	99%	97%	99%
High school graduation rate	%	%	%	%	%

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

Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

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?

## **PART III - SUMMARY**

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Currently celebrating its 125th Anniversary, Our Lady of Mount Carmel Academy (OLMCA) serves 244 students from Our Lady of Mount Carmel parish and 23 zip code areas across the city of Chicago.

OLMCA attracts a vibrant cross-section of Chicago families who share its vision. OLMCA's mission is to serve an increasingly diverse student body, inspire life-long learning by empowering teachers to innovate, collaborate and differentiate, and provide a foundation of Christ-like love to support high expectations of discipline and academic success.

OLMCA's diversity can be measured along several axes, including ethnic and income-related criteria.

The school welcomes children of Korean farmers, Lithuanian consular officers and French real estate agents. Though Catholic, OLMCA also attracts families of the Jewish, Muslim, Protestant, and Hindu faiths.

OLMCA has a long tradition of celebrating diversity through its annual week-long Cultural Fair, comprising a week of in-school learning activities and culminating in a school-wide multicultural potluck dinner and arts festival attended by families in traditional ethnic costume. Each year a different region or nation is highlighted.

OLMCA's commitment to diversity and differentiation is evidenced by The Learning Center, affectionately known as "TLC," a program pioneered fifteen years ago to support students with learning differences (Part V, #5). TLC is a self-funding program supported by participant fees, grant writing and tuition assistance. TLC teachers work closely with parents and classroom teachers to identify at-risk students as early as possible, understanding that early intervention and differentiated instruction make all the difference. TLC students comprise 13% of the OLMCA student body and enjoy levels of success in standardized testing and high school admissions comparable to those of their non-TLC peers. OLMCA gives parents of children with special needs the option of a small faith-based school where their needs are met.

Diversity brings a variety of students to OLMCA, but what propels them successfully through eighth grade and into high school? There can be only one answer: gifted teachers empowered to innovate and collaborate around best educational practices, creating a supportive and rewarding work environment that inspires excellence. Teacher collaboration and professional development focus on curriculum issues, differentiated classroom strategies and instructional methods designed to engage and excite students. OLMCA begins with play-based, constructivist Pre-K, emphasizing the development of social and emotional skills as a strong foundation for later learning. The highly-differentiating Everyday Math (Part V, #3) and Four-Blocks literacy programs (Part V, #2) are implemented across multiple grade levels.

OLMCA teachers also collaborate across grade levels to implement the Archdiocese of Chicago's inquiry-based science and social studies units, designed to create rich experiential learning that encourages student collaboration and critical thinking (Part V, #4).

Specials instruction at OLMCA includes two classes weekly of Spanish (Part V, #1), technology, art, physical education and music.

OLMCA is a true professional learning community, allowing naturally for informal daily collaboration, but teachers also meet for weekly collaboration with the principal and assistant principal. Additionally, teachers and administrators have formed a professional book study to read and discuss current literature on best practices. When teachers at OLMCA have a good idea, they are encouraged to run with it.

Examples of teacher-initiated programs include the Latin and Greek Roots Challenge program and a Model UN program for middle schoolers. In all these efforts, experienced teachers are given and motivated by the opportunity to take on leadership roles in guiding more novice teachers.

OLMCA's accomplishments include an exemplary level of success on TerraNova tests, achieved without weeding out low performing students, and remarkably high rates of acceptance to Chicago's most selective Catholic and public high schools.

OLMCA students have also excelled in recent years in local science competitions, with five eighth graders being invited to compete in the 2012 State Science Fair. Three attended, receiving two golds and one silver.

Perhaps more remarkable than test scores and high school admissions is OLMCA's success in the 2012 "Lorax" writing competition sponsored by Scholastic. Over 600 children nationwide entered the competition, composing original stories relating to environmental sustainability. OLMCA fifth graders took first, second and third place prizes nationally, winning combined scholarships totaling \$17,500. Credit for this odds-defying achievement must go to OLMCA teachers, who daily invest the time, research, patience and hard work necessary to inspire each other and their students.

OLMCA is an historic school, still operating out of its original 1888 building, but it is also a modern school with a 21st century mission and a proven record of exemplary performance among a diverse student body, making it worthy of recognition as a Blue Ribbon School.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

**A.** OLMCA students take the TerraNova Third Edition Multiple Assessment annually in grades 2-7. The TerraNova is a nationally normed test that is administered in all Archdiocese of Chicago schools for students in grades 3, 5 and 7. OLMCA also tests students in grades 2, 4 and 6. Students with learning disabilities who have formal Individualized Education Plans requiring modifications are provided those accommodations. The CTP-McGraw Hill Company requires that tests administered with modified conditions be scored, but not included in class averages. The scores are reported in the National Percentile (NP) of the Mean NCE.

The scores for the 2011-12 school year place OLMCA in the top 15% nationally and qualify the school for Blue Ribbon recognition. In reading, OLMCA scores ranged from 79 to 90, exceeding the Blue Ribbon cut score range of 65 to 69. In math, OLMCA scores ranged from 87 to 94, exceeding the Blue Ribbon cut score range of 66 to 70. OLMCA strives for a minimum NP of the Mean NCE of 80% at each grade in all subject areas. Under this school standard, the 2011-12 standardized test results were highly successful, as students achieved targeted scores in 9 of the 10 data points, reading at grade 4 (79) being the lone exception.

**B.** OLMCA has experienced significant gains in standardized test scores during the last six years. OLMCA strives for a minimum NP of the NCE of 80% at each grade in all subject areas. In 2006-07, this standard was met in only 2 of 10 instances. Furthermore, a 70% level was only reached in 5 of 10 instances. Six years later, in 2011-12, students achieved targeted scores in 9 of the 10 data points, reading at grade 4 (79) being the lone exception. In no instance was the NP of the NCE below 75%.

The impressive gains in test scores from six years ago can be attributed to a combination of many factors. There are two factors that had the most significant impact.

The first significant factor was the selection and clarification of school-wide curriculum frameworks in both reading and math. The analysis of the 2006-07 (and earlier) standardized test scores by the principal (new at the time), combined with classroom observations, clearly showed the lack of a clear, consistent reading program. In addition, the math program, *Everyday Math* 2nd Edition, was not being fully implemented. The decision was made to adopt the Four-Blocks literacy framework as OLMCA's reading/writing program. Over the course of the next two to three years, this program was gradually put into place from K to 8th grade. This implementation has ensured that all areas of literacy are taught everyday: reading comprehension, fluency, phonics, word study, writing and speaking. In the area of math, it was decided that the school would adopt the 3rd edition of *Everyday Math*, increase professional staff development in *Everyday Math* and also add additional minutes to the school day in order to devote more time to math. The additional time added to the school day allowed the typical K-6 math lesson to be extended by ten to fifteen minutes. These added minutes have allowed teachers to fully implement the program, including devoting more time to the important Math Games feature of the *Everyday Math* program. These small group, highly motivating math games provide students valuable time practicing math, especially basic math facts.

The second significant factor was a focus on targeted professional staff development. For the past six years professional development (PD) has been a major priority at OLMCA. The PD has been focused on Four-Blocks Literacy and *Everyday Math*. OLMCA developed its own PD model known as the Professional Partnership Model. This model established sustainable professional relationships with a limited number of national and local consultants in several key curriculum areas including math and

reading. This allowed OLMCA to partner with two professional consultants at regularly scheduled intervals. The consultants' roles include conducting seminars and presentations to faculty, modeling lessons in the classroom, observing faculty and providing feedback, giving parent presentations, and providing ongoing technical support, and curriculum review and development.

The combination of clear curriculum frameworks in reading and math with targeted, ongoing professional development has undoubtedly led to impressive gains in student achievement and standardized test scores over the past six years.

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

OLMCA teachers use assessment data to guide instruction and improve student performance on both school-wide and individual student levels, and the administration uses assessment data to steer curriculum choices and identify subjects and students needing attention. TerraNova standardized tests, given to all students in second through seventh grades, provide the primary set of assessment data.

The principal maintains a Scattergram report diagramming scores by grade and subject matter over the past seven years (scores are trending up). On an aggregate basis, low-level scores have driven curriculum changes. For example, the Four-Blocks program was introduced several years ago to address reading scores below the sixtieth percentile. The principal and teachers review individual student scores for anomalies such as unusually low scores (as compared to prior years) or inconsistent scores across subject matter (e.g., a low score in reading relative to other subjects may signal a reading disability). The principal and teachers can call such issues to the attention of the School Based Problem Solving Team, comprising TLC staff, teachers (currently from grades 8, 1 and preK), and the principal. This team monitors such issues and directs simple interventions (e.g., preferential seating), followed if needed by documentation and more formal interventions.

To assist teachers, school administrators assemble a binder for each grade. The binder includes all the test reports for every student, compiled from second grade through graduation, plus some aggregated reports. One report, the Instructional Grouping Report, categorizes all students in a grade according to high, moderate or low mastery for each of 29 objectives tested. This report is particularly helpful for teachers in planning instructional groups. For example, when teaching a social studies inquiry unit requiring project teams, a teacher can use the report to group students of mixed or similar mastery levels, depending on the lesson objectives. Teachers use these results not only for students whose scores are at issue, but also to revise their curriculum based on student performance. For example, a second grade teacher, based on her students' scores on the map skills portions of the TerraNovas, added new mapping exercises to her "Guide to the USA" social studies and "Weather Science" inquiry units. Another example: the eighth grade reading teacher observed low scores on the "Extended Meaning" portion of the TerraNova reading. The following year she revised her teachings by scaffolding the skill, modeling the analysis of text for students, and by touching on the skill on a daily basis.

Individual TerraNova results are mailed home to parents with a letter of explanation. The principal and/or teachers offer to meet individually with families that request further explanation or more detailed interpretation. For the school community as a whole, results are shared and discussed at parent forums and in the school's electronic newsletter. They are also presented in open house folders given to prospective families.

OLMCA currently administers the Developmental Reading Assessment (DRA2), designed to evaluate students' reading levels and identify their individual strengths and weaknesses in accuracy, comprehension and fluency, to help them become strong independent readers. DRA2 data is further used to tailor independent lessons taught during the Self-Selected Reading component of the Four-Blocks program; e.g., by selecting the most appropriate A-Z Readers for the younger students. DRA2 results are utilized to tailor whole group lessons for the Guided Reading component of the Four-Blocks program. DRA2 is administered multiple times per year to monitor growth.

Each year, DRA2 scores and assessments are tracked and transmitted, with writing samples and math assessments, in a folder for each child, thereby allowing future teachers to chart each student's progress. Scores are shared with parents during conference time and throughout the school year. Teachers give parents inside tips on home reading strategies identified by DRA2.

Our preK through sixth grade math program, Everyday Mathematics, provides teachers with many assessment tools that can be used both for developing individualized student lessons (e.g., including challenge problems for advanced students), and for assigning grades. OLMCA teachers select from a broad array of assessment tools those that best suit their needs, based on cross-grade assessment discussions and advice from an Everyday Mathematics trainer. Teachers also use these different assessment tools to plan class-wide instruction and review when unit assessments indicate inadequate mastery on a class-wide basis. Teachers update parents regarding assessment results and give them specific lessons for use with the online program. For middle school math, the Pearson program (Part V, #3) was adopted, in part, because quizzes and supplementary testing materials ask questions in both drill and as-applied formats, giving teachers a more comprehensive picture of student and group achievement.

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

The faculty and staff of OLMCA have repeatedly extended themselves to share their experiences and knowledge with other educators. At the archdiocesan level, OLMCA has regularly hosted training sessions, most recently before the start of this academic year, for educators within the archdiocese in order to assist with rollout of new inquiry-based science and social studies units to all archdiocesan schools. Teachers in the archdiocese are encouraged to share experiences with these new units on a closed website ("Edmoto"), and OLMCA faculty do. OLMCA has also welcomed other archdiocesan schools to workshops for purposes of analyzing TerraNovas test results.

Beyond that, however, and given the degree to which these programs dovetail with OLMCA's desire to bring the best new ideas into the classroom so as to engage each student, it is not surprising that OLMCA faculty have been asked to assist in the Archdiocese's curriculum design and implementation efforts. For example, the middle school social studies teacher was asked to speak to a group about the inquiry units and is helping the archdiocese to design one on civilizations. A first grade teacher is consulting on the design of a social studies unit on communities. The second grade teacher was asked to attend a meeting to demonstrate her cross-curricular implementation of one science and two social studies units.

The faculty's commitment to bringing in the best educational practices goes beyond the archdiocese, as evidenced by the Greek and Latin Roots program that OLMCA is pioneering in Chicago. The developer of the program, John Riley, has asked for and is receiving feedback from OLMCA faculty, so as to improve the program.

The school and its staff are also active in various professional organizations. The principal is a member of the National Catholic Education Association and actively participates in the local archdiocesan principals' council, whose fifteen members meet monthly to collaborate, share ideas and pursue professional development. The school is also a member of the Archdiocesan Development Council ("ADC") and regularly sends staff and volunteers to its seminars. The ADC provides seminars and guidance on development-related matters. Participating in these seminars with similarly situated representatives of other Catholic schools enables OLMCA to meet development needs without having to divert funds from academic uses to the hiring of development professionals.

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

At OLMCA, student success and school improvement is a shared responsibility, an ongoing collaborative effort between school, family and community, characterized by community-building events, open communication, and jointly developed goals.

OLMCA encourages relationships among students and families in support of academic achievement through its Reading Buddies program, whereby older students read to, befriend and often inspire younger students throughout an entire school year. Inter-family bonds are also forged, for example, when 5th graders invite younger children to participate in their “Poet’s Café,” and when third grade families host a reception for students making their First Holy Communion. These cross-grade events nurture a school-wide sense of community that is extended to the parish at the monthly Family Mass and reception sponsored each month by a different grade. OLMCA reaches out to the entire neighborhood via the Wildcat Den, a weekly playgroup gathering of infants, toddlers and their parents, serving as both a social opportunity and a marketing tool to introduce prospective families to the school. OLMCA is a participating member of the local Chamber of Commerce, which supports the school, as with a recent donation of street banners commemorating the school’s 125th anniversary.

Successful communication strategies to engage families include a policy of accessibility to faculty and teachers. The principal and assistant principal are present daily on the sidewalk at drop-off and pick-up. Teachers are responsive to telephone and email inquiries from parents and maintain homework web pages and class blogs. Parents attend Curriculum Night, a comprehensive annual presentation of academic programs, and are kept updated on school matters via the HomeLink bi-weekly email newsletter.

The reward for this emphasis on family and community engagement is the tremendous participation of parents in a broad array of volunteer activities supporting OLMCA’s programs. Parents help formulate school policies and goals and advise on all issues relating to school management via their participation on the School Board (Part V, #7). Parents also publish the HomeLink newsletter, run the Wildcat Den, organize fundraisers, community service days and monthly open house tours, coach athletic teams, lead scouting groups, and donate marketing, communications and development expertise, all of which enable the school administration and teachers to focus time and treasure on programs and academics. In this 125th anniversary year, parent volunteers have initiated a capital campaign to fund new classrooms and a gym, further testimony to the rewards of robust parent and community engagement.

# PART V - CURRICULUM AND INSTRUCTION

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## 1. Curriculum:

OLMCA's curriculum is aligned with the Archdiocese of Chicago Curriculum Framework, a comprehensive framework meeting the standards mandated by the State of Illinois. Additionally, OLMCA administrators and teachers have formed a Curriculum Advisory Team that meets quarterly to align curricula to the evolving Common Core standards.

**Reading/English Language Arts:** OLMCA practices Four-Blocks® Literacy Model, a multilevel, balanced literacy framework, and incorporates the Latin and Greek Root Challenge® (Part V, #2).

**Mathematics:** OLMCA uses the University of Chicago Everyday Math program for PreK through sixth grades, and the Pearson Pre-Algebra and Algebra programs for grades 7-8 (Part V, #3).

**Science:** In 2011, OLMCA became one of the Archdiocese's first schools to adopt its inquiry-based science program, comprising a quarterly, inquiry-based science unit for each grade level. Under this approach, each student becomes a scientist engaged in the scientific method (observing, hypothesizing, measuring, reporting, critiquing) to build authentic, real-world understanding of curricular standards. The science program incorporates numerous lab projects, field trips to Chicago's world-class museums, and outdoor environmental science education at the Indiana Dunes (grades 4-5) and Lorado Taft (middle school) learning centers.

**Social Studies:** OLMCA implements the Archdiocese's inquiry-based social studies units (Part V, #4).

**Visual and Performing Arts:** OLMCA prioritizes the study and practice of the visual and performing arts, to improve all students' creative and cognitive skills, provide inspiration, and enliven the spiritual and educational experience. K-8 students weekly attend two periods each of visual arts and music theory/vocal instruction (one music class for middle school students). After-school arts programs include ballroom dancing, ballet, instrumental music lessons (guitar, violin), drama classes, jewelry making, watercolor, and sculpture classes. Additionally, 62 students participate in parish choirs directed by a nationally known conductor.

**Physical Education:** Every K-8 student participates in two gym periods weekly and has access to an array of after school sports and fitness programs including volleyball, basketball, flag football, baseball, softball, tennis, dancing and fitness classes.

**Health/Nutrition:** OLMCA employs a school nurse to assist and educate students and families on health-related matters. The Archdiocesan health curricula are incorporated in the delivery of health and nutrition-related concepts, goals and skills across all grade levels.

**Technology:** OLMCA maintains a fully equipped technology lab. K - 8 students spend two sessions per week in technology class learning and applying skills such as internet research, word processing, spreadsheet data analysis, use of presentation software, and programming using the MIT-developed Scratch program. In every classroom, iPads capture video and are edited using iMovie. LCD projectors and wifi are used to stream video from an onsite media server and to access web-based content. Elementary students use Kidspiration and Inspiration (mind-mapping software) to explore and develop ideas.

**Foreign Language:** OLMCA is in compliance with the program’s foreign language requirements. All students, including seventh and eighth graders, participate in a 30-minute, twice weekly Spanish immersion class. OLMCA uses Language Stars Funimmersion® teachers and curriculum.

**Religion:** OLMCA educates students in the Catholic tradition, providing a spiritual foundation encompassing daily prayer and weekly worship at Mass, sacramental preparation, and extensive service opportunities.

**College and Career Readiness:** To prepare students for college success and future careers, OLMCA makes rigorous curriculum choices and strives to connect classroom work to real-world problems and long-term academic and professional goals. All students are challenged to higher-order critical thinking and real-world problems by inquiry-based science and social studies units. Seventh and eighth graders study algebra and pre-algebra, to permit acceleration of math and science studies in high school and college. OLMCA administers the Explore® college and career readiness exam to eighth graders. Middle school students participate in Model United Nations and science competitions.

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

OLMCA chose Four-Blocks, a balanced literacy framework, to ensure key components of a strong reading and writing program were taught daily, across all grade levels. Four-Blocks is a comprehensive language arts model that allows students to develop their reading, writing, speaking and listening skills to become effective, literate communicators. The main focus is reading, but the program allows for integration between and among all areas of language arts and curricular content.

During Self-Selected Reading (SSR) Block, students develop the habit of reading by reading daily for a set period of time from a wide variety of materials.

In the Guided Reading Block, teachers guide students in applying reading skills and strategies to their reading. Teachers provide lessons on specific grade-appropriate comprehension skills or strategies, such as prediction, connections, sequencing, and inference.

In the Words Block, children learn to read and spell high-frequency words, allowing them to decode and spell many other words. Various activities in this block include Making Words, an active, hands-on, manipulative activity in which children learn how to identify word patterns.

The Writing Block is taught in workshop fashion, each session beginning with a mini-lesson, followed by independent writing. While students write, teachers meet individually with children who may be at different stages of the writing process -- beginning story, editing, etc. Based on the individual assessments, teachers may design a customized reading or writing lesson.

Four-Blocks is a framework allowing social studies and science to be fully integrated into reading and writing. The program includes many multi-leveled activities making it easy to differentiate for different levels of students. In SSR, teachers meet individually with students to evaluate reading skills and to orchestrate student book choices to ensure students are meeting grade level standards and being appropriately challenged.

Additionally, OLMCA adopted The Latin and Greek Roots Challenge to meet teachers’ concern for a stronger vocabulary curriculum to align with the new Common Core standards’ emphasis on vocabulary. This program introduces students (kindergarten - eighth) to Latin and Greek roots, emphasizing understanding of the meaning of the roots and how those meanings contribute to the formation of English words. The “challenge” in the program is for students to compile in-class lists of root words found in their daily reading.

Finally, OLMCA encourages reading through library visits, Reading Buddies, yearly Reading Days, middle school book chats, and an annual Scholastic Book Fair.

### **3. Mathematics:**

For pre-kindergarten - sixth grade, OLMCA uses University of Chicago Math School Project *Everyday Mathematics*, 3rd Edition (EM). EM emphasizes conceptual understanding and problem solving while building a mastery of basic skills. OLMCA chose this program because the design and content are based on research about how students best learn mathematics. In addition, several features of the program accord with OLMCA's focus on actively engaging students. The program employs collaborative learning activities and small-group informal explorations using tools and manipulatives, allowing students to become mathematically proficient by actually *doing* mathematics. OLMCA also provides students with access to online math games that may be used as desired at home or as assigned homework.

EM utilizes everyday situations to engage students. The program utilizes a variety of algorithms, which individually serve as access points for students of all levels and which collectively teach advanced students to appreciate the "number sense" in what they do. EM also includes optional instructional activities both to support and to deepen understanding of main lesson content. Frequent assessments furnish feedback on individual needs, guiding the teacher in appropriately using program materials designed for differentiating instruction. OLMCA brings in an EM trainer (four times this fall) to ensure that the teachers are using the program to its highest potential.

In middle school, OLMCA is adopting Pearson pre-algebra and algebra. OLMCA's middle school math teacher was dissatisfied with the previous books, especially because she believed that the students were not being challenged enough on introductory algebraic concepts. She researched programs, met with four vendors and sampled their units, and talked with students to determine what they liked and disliked about the old program. The teacher observed that students responded best to the Pearson program, which has computer exercises corresponding to lessons and instructional videos the students can view at home. Based on the teacher's research and recommendation, OLMCA adopted Pearson math.

Although small group explorations and manipulatives are used extensively in the lower grades, a Smartboard is favored in middle school. The teacher manipulates shapes with ease and annotates and highlights textbook material on the Smartboard as she teaches. The teacher supplements lessons with challenge exercises especially intended for the benefit of more advanced students, and as noted above, the program features online exercises and instructional videos that the students are encouraged to use at home.

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

"Tell me and I forget, show me and I remember, involve me and I understand." With this in mind, OLMCA provides a challenging and comprehensive social studies curriculum, centered on Inquiry-Based Units, jointly written and developed by Loyola University and Chicago Archdiocesan teachers.

The inquiry-based units' content is anchored in the Illinois and Common Core Standards, while instruction is focused on inquiry-based learning methods, Marzano's Nine Essential Strategies, Response to Intervention (RtI) tiered strategies, and integrated technologies.

Students are encouraged to formulate their own questions, make observations, draw conclusions, and support their conclusions with evidence. Units are constructed as follows:

- Challenge: a challenge is presented.
- Task Analysis: students define the task in their own words and produce introductory questions.

- Investigation: Each unit has three to four learner outcomes, which in turn have their own specific lesson plans dedicated to reaching learners.
- Thinking and Reasoning: various forms of periodic assessment.
- Take Action: review and final individual assessment.
- Supplement: references, extended learning, bibliography.

Under this framework, students drive learning, as the final assessment is ideally inspired by their ideas. For example, a second grade inquiry unit titled “Guide to the USA” focused around three main components: famous Americans, holidays, and landmarks. Students were "tasked" by the principal to create a guidebook to the USA to be distributed when families ask for educational family trip ideas. Students guided the inquiry by developing questions based on topics that they then researched in technology class, creating a brochure as the final project.

Each unit begins with an activity to spark student interest. In a fifth grade Revolutionary War unit, the unit began with a student playing King George, other students playing the role of Parliament, and the rest being citizens. King George proposed taxation of citizens based on who wore glasses, had red hair, etc. At the end of the exercise, students decided they preferred to be members of Parliament in order to have a say in how they would be taxed.

The flexible nature of the inquiry-based units makes cross-curricular and differentiating activities easier to develop. In seventh grade, the students formed a peer-mediation group to address a bullying situation while studying a unit on social reform and discussing Catholic teachings and morality in religion class.

OLMCA teachers enthusiastically embrace these inquiry-based units as a powerful and innovative tool to engage students, bring content to life, and build critical thinking skills.

## **5. Instructional Methods:**

OLMCA’s curriculum frameworks are characterized by embedded differentiated instructional methods that challenge high-level learners and support struggling learners. The Four-Blocks literacy framework is a good example of a multi-level, multi-method approach to differentiating instruction (DI). A variety of Four-Block activities help teachers differentiate instruction. The three-ring circus is an example of DI via a grouping format using the same text, yet differing levels of support. As another example, the third grade teacher used differentiated reading materials for the Solar System unit, assigning planet study based on reading levels by using leveled guided reading books. (See also the discussion of differentiated instructional methods in the math and social studies sections - Part V, #3 and #4.) Another example of differentiated work in Four-Blocks addresses kinesthetic learners by using rhythmic clapping and chanting to introduce new sounds and syllables in Working with Words.

Students struggling at other schools are often recommended to OLMCA’s The Learning Center (TLC), which employs two teachers, each with a Master’s Degree in special education. TLC teachers collaborate with classroom teachers and parents to identify at-risk students, formulate individual instruction plans and guide teachers in implementing accommodations, modifications and differentiated instruction methods.

TLC teachers are present daily in kindergarten through fifth grade classrooms to assist both TLC and non-TLC students, who often benefit from an alternative presentation of difficult subject matter. TLC teachers also provide necessary one-on-one or small group remedial classes for middle school students in the TLC resource room.

Technology is used to enrich curriculum and assist in remediation, through programs like Google Educator videos and CCC! Core Curriculum Content. In middle school, as the sophistication of the geometry and the algebra lessons increases, physical manipulatives are clumsy for demonstration

purposes, so the teacher relies heavily on a Smartboard. The Smartboard allows the teacher to turn and tear apart shapes with ease. The teacher also highlights and annotates text on the Smartboard. These uses are to the benefit of all students, but especially the visual learners. Smartboards, iPads and the computer lab are used in social studies for research purposes, with teachers sometimes directing students to different websites according to ability level. TLC has MacSpeech Dictate voice-recognition software for students with expressive writing deficits in addition to iPads and videos for differentiated work.

## **6. Professional Development:**

Ongoing, high-quality professional development (PD) is a priority at OLMCA and has had a significant positive impact on student achievement. In recent years, the PD has focused on Four-Blocks Literacy, Everyday Math, science, social studies and the early childhood program. OLMCA has accessed PD grant money from the federal government. In addition, OLMCA budgets \$2,000 annually for each teacher's individual PD needs.

OLMCA has developed a PD model known as the Professional Partnership Model, pursuant to which OLMCA regularly partners with professional consultants. Over time, OLMCA has established sustainable professional relationships with a limited number of national and local consultants in key curriculum areas including math, reading and early childhood (including a prekindergarten program collaboratively designed by faculty and a consultant with a doctorate in early childhood education).

OLMCA's rise in standardized test scores over recent years corresponds to an increase in the amount and consistency of the PD provided for the faculty. When OLMCA decided to move from the second to the third edition of Everyday Math (EM), the school contracted with an EM expert to conduct multiple onsite trainings for teachers. This enabled our staff to successfully implement the new edition. A second example is the ongoing partnership with a national Four-Blocks Literacy consultant who has conducted onsite trainings for the last four years. One of the latest visits included a review of the new Common Core Standards for language arts. Consultants have provided feedback over the years that have contributed to OLMCA's academic gains, including impressive gains in standardized test scores since the new PD model was implemented.

Additionally, OLMCA works with Loyola University on the new Inquiry-Based Units for Science and Social Studies (Part V, #4) and takes part in the Loyola University Choice Program (LUC), described by Loyola as "a post-graduate service-teaching program whose mission is to advance, develop and sustain Catholic education by educating, placing and supporting talented college graduates in elementary classrooms in the Archdiocese." Currently, OLMCA's second grade class is co-taught by a LUC student. Through this program, OLMCA not only has added assistance in the classroom (allowing more individual student/teacher time), but faculty can remain informed on innovations in teaching methods and curriculum.

OLMCA's professional learning community has also added a book study. Currently, teachers and staff are reading *Teach Like a Champion* by Doug Lemov and preparing a trial implementation of certain behavior management techniques.

## **7. School Leadership:**

OLMCA embraces a philosophy of distributed leadership within the leadership framework established by the Archdiocese of Chicago for parish schools. Leadership authority is vested in the pastor and delegated to the principal, who empowers teachers and parents to develop and contribute their skills to promote student achievement. Leadership authority is distributed to:

- an assistant principal who develops and teaches the technology program and coordinates athletic programs;

- a Curriculum and Common Core Transition Advisory Team (“Curriculum Team”) consisting of the principal, assistant principal and four teachers;
- a School-Based Problem Solving Team consisting of teachers, with responsibility for early identification of students with learning disabilities and development of strategies for intervention;
- a collaborative faculty empowered to implement best practices;
- a school board of eight parents acting in an advisory capacity; and
- a vibrant Parent Association engaged in fundraising and community-building events.

The principal is in his seventh year at OLMCA and has successfully executed the school’s first five-year strategic plan focusing on curricular improvement, leadership accountability, communications, teacher recruitment and retention, enrollment, board development, technology investment, foreign language curricula, and development of a vibrant pre-kindergarten program.

The Curriculum Team is formally responsible for what all faculty are encouraged to do: to seek and propose adjustments to the curriculum as necessary to ensure that OLMCA’s curriculum choices are both consistent with best educational practices and tailored to fit students’ needs. Members of the Curriculum Team analyze and discuss proposed curriculum enhancements that are encountered in the course of professional development or sought based on needs disclosed by testing and other assessments. An example of this is The Greek and Latin Roots Challenge.

The school board’s work is ambitious and designed to attract and engage the talent of as many parents as possible through the following committees: Leadership and Planning, Enrollment and Marketing, Budgeting and Finance, Development, Alumni Relations, Building and Grounds, Grantwriting, and Program Support. These are not committees in name only, but are active and busy groups of parent volunteers working long hours to improve the educational opportunities of the school’s students and build productive and enduring relationships with its many constituents and the surrounding community.

## PART VI - PRIVATE SCHOOL ADDENDUM

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1. Private school association: Catholic

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

3. What are the 2012-2013 tuition rates, by grade? (Do not include room, board, or fees.)

<b>K</b>	<b>1st</b>	<b>2nd</b>	<b>3rd</b>	<b>4th</b>	<b>5th</b>
<u>\$6800</u>	<u>\$6800</u>	<u>\$6800</u>	<u>\$6800</u>	<u>\$6800</u>	<u>\$6800</u>
<b>6th</b>	<b>7th</b>	<b>8th</b>	<b>9th</b>	<b>10th</b>	<b>11th</b>
<u>\$7300</u>	<u>\$7300</u>	<u>\$7300</u>	<u>\$</u>	<u>\$</u>	<u>\$</u>
<b>12th</b>	<b>Other</b>				
<u>\$</u>	<u>\$</u>				

4. What is the educational cost per student? (School budget divided by enrollment) \$7300

5. What is the average financial aid per student? \$64

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?  
1%

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 2%

# PART VII - ASSESSMENT RESULTS

## NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: TerraNova

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

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Feb	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	87	88	88	79	84
Number of students tested	17	10	23	13	14
Percent of total students tested	100	92	100	100	100
Number of students alternatively assessed	1	1	1	1	5
Percent of students alternatively assessed	6	8	4	7	26
<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>					
Extra time and small group requirements were reasons for alternative assessments. Subgroups represented less than ten students so disaggregated subgroups scores are not reported. In 2009, the Archdiocese of Chicago upgraded from the Second Edition of the Terra Nova Multiple Assessment to the Third Edition.					

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## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: TerraNova

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

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Feb	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	82	84	86	72	65
Number of students tested	17	11	23	13	14
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	1	1	1	5
Percent of students alternatively assessed	6	8	4	7	26
<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: Mathematics

Grade: 4

Test: TerraNova

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

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Feb	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	87	90	82	77	79
Number of students tested	13	20	10	10	16
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	2	1	5	5
Percent of students alternatively assessed	8	9	9	33	24
<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>					
Extra time and small group requirements were reasons for alternative assessments. Subgroups represented less than ten students so disaggregated subgroups scores are not reported. In 2009, the Archdiocese of Chicago upgraded from the Second Edition of the Terra Nova Multiple Assessment to the Third Edition.					

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## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: TerraNova

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

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Feb	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	79	84	67	77	87
Number of students tested	13	20	10	10	16
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	2	1	5	5
Percent of students alternatively assessed	8	9	9	33	24
<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>					
Extra time and small group requirements were reasons for alternative assessments. Subgroups represented less than ten students so disaggregated subgroups scores are not reported. In 2009, the Archdiocese of Chicago upgraded from the Second Edition of the Terra Nova Multiple Assessment to the Third Edition.					

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## NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: TerraNova

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

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Feb	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	91	87	87	85	90
Number of students tested	21	11	10	18	16
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	1	6	4	4
Percent of students alternatively assessed	10	8	38	18	20
<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>					
<p>Extra time and small group requirements were reasons for alternative assessments. Subgroups represented less than ten students so disaggregated subgroups scores are not reported. In 2009, the Archdiocese of Chicago upgraded from the Second Edition of the Terra Nova Multiple Assessment to the Third Edition.</p>					

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## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: TerraNova

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

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Feb	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	86	72	75	85	92
Number of students tested	21	11	10	18	16
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	1	6	4	4
Percent of students alternatively assessed	10	8	38	18	20
<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>					
Extra time and small group requirements were reasons for alternative assessments. Subgroups represented less than ten students so disaggregated subgroups scores are not reported. In 2009, the Archdiocese of Chicago upgraded from the Second Edition of the Terra Nova Multiple Assessment to the Third Edition.					

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## NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 6

Test: TerraNova

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

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Feb	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	94	82	90	88	72
Number of students tested	12	10	21	16	20
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	2	5	0	2
Percent of students alternatively assessed	8	17	19	0	9
<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>					
<p>Extra time and small group requirements were reasons for alternative assessments. Subgroups represented less than ten students so disaggregated subgroups scores are not reported. In 2009, the Archdiocese of Chicago upgraded from the Second Edition of the Terra Nova Multiple Assessment to the Third Edition.</p>					

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## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 6

Test: TerraNova

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

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Feb	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	90	82	88	88	65
Number of students tested	12	10	21	16	20
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	2	5	0	2
Percent of students alternatively assessed	8	17	19	0	9
<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>					
<p>Extra time and small group requirements were reasons for alternative assessments. Subgroups represented less than ten students so disaggregated subgroups scores are not reported. In 2009, the Archdiocese of Chicago upgraded from the Second Edition of the Terra Nova Multiple Assessment to the Third Edition.</p>					

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## NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 7

Test: TerraNova

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

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Feb	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	89	92	89	75	87
Number of students tested	11	22	16	20	15
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	3	5	0	4
Percent of students alternatively assessed	9	12	24	0	21
<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>					
<p>Extra time and small group requirements were reasons for alternative assessments. Subgroups represented less than ten students so disaggregated subgroups scores are not reported. In 2009, the Archdiocese of Chicago upgraded from the Second Edition of the Terra Nova Multiple Assessment to the Third Edition.</p>					

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## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 7

Test: TerraNova

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

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Feb	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	80	87	83	74	76
Number of students tested	11	22	16	20	15
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	3	5	0	4
Percent of students alternatively assessed	9	12	24	0	21
<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>					
Extra time and small group requirements were reasons for alternative assessments. Subgroups represented less than ten students so disaggregated subgroups scores are not reported. In 2009, the Archdiocese of Chicago upgraded from the Second Edition of the Terra Nova Multiple Assessment to the Third Edition.					

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