



## **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: 14

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

<b>Grade</b>	<b># of Males</b>	<b># of Females</b>	<b>Grade Total</b>
<b>PreK</b>	79	79	158
<b>K</b>	22	24	46
<b>1</b>	20	18	38
<b>2</b>	18	15	33
<b>3</b>	19	8	27
<b>4</b>	21	7	28
<b>5</b>	14	13	27
<b>6</b>	11	18	29
<b>7</b>	15	10	25
<b>8</b>	11	7	18
<b>9</b>	0	0	0
<b>10</b>	0	0	0
<b>11</b>	0	0	0
<b>12</b>	0	0	0
<b>Total in Applying School:</b>			<b>429</b>

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
4 % Asian  
0 % Black or African American  
8 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
74 % White  
14 % Two or more races  
100 % Total

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

7. Student turnover, or mobility rate, during the 2011-2012 school year: 1%  
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.	3
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	2
(3)	Total of all transferred students [sum of rows (1) and (2)].	5
(4)	Total number of students in the school as of October 1, 2011	420
(5)	Total transferred students in row (3) divided by total students in row (4).	0.01
(6)	Amount in row (5) multiplied by 100.	1

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: 6  
Specify non-English languages: Greek, Spanish, Polish, Arabic, Thai, Filipino

9. Percent of students eligible for free/reduced-priced meals: 4%  
 Total number of students who qualify: 19

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: 6%  
 Total number of students served: 24

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>4</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>9</u> Specific Learning Disability
<u>3</u> Emotional Disturbance	<u>2</u> Speech or Language Impairment
<u>2</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:

	<u><b>Full-Time</b></u>	<u><b>Part-Time</b></u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>24</u>	<u>2</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>5</u>	<u>0</u>
Paraprofessionals	<u>5</u>	<u>4</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>1</u>	<u>6</u>
Total number	<u>36</u>	<u>12</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:

17:1

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	98%	97%	97%	97%	97%
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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Queen of Angels School is located within the Chicago communities of Lincoln Square and Ravenswood with a commitment of providing a nurturing, inclusive, safe educational environment for families who entrust the school with the care of their child. The school's mission is committed to the living of Catholic values, developing strong character and fostering excellence in academics with a challenging, differentiated and comprehensive curriculum. Queen of Angels celebrates our cultural diversity and the uniqueness of all students with a variety of educational and enrichment opportunities to build upon a lifetime of learning experiences in an ever changing world.

Our school turned 100 years old in 2010 and is a Chicago landmark. In 2009, Chicago Magazine named Queen of Angels School as one of the finest elementary schools in the City of Chicago. Our school facility was completely renovated in 2000 to include a new library, middle school science lab, computer lab, music room and upgrade to all classrooms. In 2010 the gymnasium was renovated and artificial turf was installed for the outdoor play area for the safety of the students. From 2010 to the present, the additions of an intermediate science lab, art lab and expansion of three new early childhood classrooms were added to accommodate enrollment growth.

The parent group "Commons" received the "Distinguished Home and School Association Award" from the National Catholic Education Association (NCEA) in 2009 for outstanding contribution in the area of service projects to others within the school, local community and city of Chicago. The Pastor, Msgr. James Kaczorowski, and Principal, Julia Byrns Kelly, both received the Silver Belle Award in 2009 for their continued dedication and commitment to inclusive education from the Belle Center of Chicago.

Our Catholic identity gives us our foundation of faith along with a tradition of community service. We embrace all religions and instill in our students the desire to contribute to a more just and peaceful world. Our school is blessed by a dynamic and dedicated faculty providing students with the highest quality instruction and support. Our teaching staff is dedicated to remaining at our school, allowing for continuity, progress and growth year upon year. Our teachers are continuous learners bringing new instructional ideas to classrooms to work with children with varying needs in small class size settings. We are fortunate to have full time special teachers in the areas of technology, music, physical education and library, along with part time teachers in art, Spanish, and learning resource. Our Student Intervention Resource Team, made up of our school psychologist, Belle Center/Aspire staff and learning resource teacher help support students with special needs or learning challenges along with providing accelerated learners with differentiated and challenging learning programs in the classroom. "Tour Chicago" is a pull-out enrichment program for children testing at/above the 95% percentile.

Early Childhood education at Queen of Angels School is a comprehensive program beginning with Anklebiters held once a week for infants and toddlers in which parents come together for play, support and socialization. The Bridge Program serves the children who turn 3 after September 1st in a special experience of exploring music, movement, crafts and socialization twice a week. The pre-school and pre-kindergarten programs provide three, four and newly turned five year olds religion, math, literacy, handwriting, music, Spanish, computers, gym, art, library, and play. The kindergarten experience greatly increases the focus on academics in the core areas. In the primary areas, students are encouraged to become more independent and take greater responsibility for their academic learning in the core curriculum areas. In the intermediate levels, students experience a departmentalized setting to help develop organizational skills and expose them to different teaching styles and environments. The environment in the middle school grades is structured to teach students to become even more independent and self-reliant when it comes to their academic success and create a solid foundation for learning. Queen of Angels graduates are accepted into the top private and selective enrollment high schools in Chicago.

A school nurse was hired in 2011 to monitor children's wellness and records, as well as to help develop a sound health curriculum and present classroom health lessons. A part time school development director was added in 2012 to expand funding streams for the Annual Appeal which provides revenue for the ever expanding needs of curriculum, visual/performing arts and technology. An enrichment director was added this year to oversee the expanding growth of after school enrichment programs for students from pre-school to eighth grade. A parent Green Committee and student based Green Club pursue green initiatives for the school in the areas of recycling, re-use and energy. The school received a grant from the Illinois Clean Energy Community Foundation for the installation of a solar photovoltaic system. We participate in the Weather Bug program with local television station, WGN, offering science enrichment activities.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

A. Summative performance of our first through eighth grade students is measured through annual TerraNova3 standardized testing. NP of Mean NCE percentiles of 25 through 75 represent average achievement on this examination. Scores at and above the 75<sup>th</sup> percentile are considered to be exceptionally above the standard. As an inclusive school, we understand and celebrate that a score in the average range is a significant accomplishment for some of our students, but we strive for overall scores that average above the 76<sup>th</sup> and higher percentiles. The NP of Mean NCE scores for all grades in reading and math have been significantly above the average range for several years, with the exception of grades five and six in 2009 for reading, as well as grade four in 2009 for mathematics. Since that year, these and those of our other grades have continued to improve and remain solidly above the average range. Given the wide diversity of learning styles within our student population, we are proud of their exceptional achievement on this national measure. Because of this foundation, our students consistently qualify for admission to their choices of desirable and competitive public and private schools in the Chicago-land area.

B. For the past five years, reading scores have remained consistently above average. In 2012, students in fourth through sixth grades have earned the highest average NP of Mean NCE scores of 86 and 87. The scores for the students in grades two through eight have been roughly the same for the past years they have taken the TerraNova3 examination, with the exception of a consistent trend upward each year. As noted above, the exceptions to this pattern were in grades five and six in 2009, but these have been dramatically remediated. The NP of Mean NCE scores for first grade fall in the lowest average for the school, but we attribute this to the novelty of taking standardized tests for the first time, as well as the variability in readiness for school we observe in entering preschool and kindergarten students.

Mathematics scores have been generally at or above the national average for the past five years. The students in first and fifth through seventh grades performed in the 82 to 87 NP of Mean NCE range. In 2011, we introduced the Everyday Math curriculum in grades one through five, following a close evaluation by our math faculty of our past teaching topics, tools, and methods. This curriculum program represents a significant change for our school community, especially in the second grade level. We have responded by adding additional teacher training, online learning and math skills practice resources for our students, and continued consultation with the program designers. Nevertheless, our math scores continue at the upper edge of or well above the national norms.

Grouping of students in order to review and challenge them in areas where they have special needs is guided by the results of the previous year's Objective Performance Index from the TerraNova3 test, classroom performance, and seasonal or monthly AIMSweb scores. Examples of specific skills targeted for improvement in the past year include: analyzing text, reading/writing strategies, measurement, problem solving, computation and estimation, operations concepts, and algebra. Students in the below average range for reading or mathematics on the TerraNova3 are eligible for additional support through the No Child Left Behind initiative (Title I). There are a few NCLB student in every grade who meet with our part-time Title I teacher funded by the Chicago Public Schools. Students are assessed a minimum of three times annually using AIMSweb benchmarking tests, administered both individually and to groups. Employing the Response to Intervention framework, students are ranked by their results into 3 groups—Tier 1, continue with typical instruction methods; Tier 2, target for remedial intervention; and, Tier 3, target for more intense intervention, accommodation, or modification. Tier 2 and Tier 3 students, whose performance falls significantly below national norms, are placed on a more frequent progress assessment program to evaluate the effectiveness of interventions initiated by teachers to effect improvement. Tier 3 students who show a pattern of continued poor performance or failure to respond to a variety of remediation and skill enhancement interventions are referred for a formal psycho-educational evaluation.

Interventions are documented on the Archdiocese Accommodation Plan. Individual Catholic Education Plans are formulated and implemented to support accommodations and modifications resulting from formal clinical assessments.

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

Having adopted the structure of Response to Intervention, we utilize formative, summative, and diagnostic assessment tools and data to analyze individual student, grade, and school performance. Formative assessments include use of homework, in-class quizzes, as well as AIMSweb benchmarking and progress evaluations to track student progress during instruction, ensuring that the most effective learning approaches are matched to the specific learning styles of individual and groups of children. These assessments are conducted in grades K through 8. Teachers are empowered to intervene with adjustments to teaching approaches, utilizing proven, evidence-supported techniques or tools, with the goal of effecting an improvement in students' results within the next month or quarter. Parents receive copies of all assessment results, along with feedback about what is being done in the classroom to support their students' needs. Open invitations are extended to meet with teachers, our consulting school psychologist, or principal where questions or concerns arise.

When students have failed to respond to specific interventions, such as remediation of phonics weakness or poor math computation fluidity, parents and teachers meet to discuss a more formal accommodation plan, which is documented using the Office of Catholic Schools Accommodation plan. Teachers review these results by grade level, department, with the school principal, and in group meetings with our psychologist to discuss strategies for improvement of educational approaches.

Our summative data approaches include regular end of chapter and unit tests, as well as annual standardized testing for grades 1 through 7 utilizing the TerraNova3 examinations. Again, the results from these examinations are shared immediately with parents. In addition, the school aggregates grade and school-wide data to share with a wide variety of stakeholders, including both current and prospective parents, community members, private and public school audiences, as well as high-schools in the Chicago area which consider and admit Queen of Angels eighth graders to continue their educational development. Additionally, summative data is utilized to inform curriculum development and selection of instruction programs and methods, both in the current academic year as well as in our medium and long term strategic plans.

When, through formative and summative assessments, students exhibit that they may be at risk for learning or other disorders, parents and teachers confer to initiate a diagnostic assessment process. Students are referred to their local Chicago Public School, the Archdiocesan Centers for Inclusive Education, or to private professionals for a formal, clinical evaluation. Once reports are completed, parents, teachers, and, in the case of upper classes, students meet as a team with the assessor to discuss the findings and recommendations. The outcome is an Individual Catholic Educational Plan (ICEP). This document formalizes accommodations and indicates any modifications agreed to by participants. These plans are then reviewed and adjusted as necessary as part of regular parent-teacher meetings. In addition, ICEPS are updated through re-assessment not less than every three years. With consent of parents, ICEPs and accommodation plans are forwarded with graduating 8<sup>th</sup> graders to their new high schools to ensure continuity of their learning development. Our psychologist reviews all testing reports and supports teachers and parents in formulation of learning plans or interventions.

Consistent with the Response to Intervention philosophy, Queen of Angels believes assessment is best utilized in helping students understand and develop their diverse learning styles, and in finding ways to facilitate achievement in a manner that best suits their abilities. Our results indicate consistently above average achievement results, which serve to motivate our students and teachers, attract parents concerned about a quality education for their children, and enable our school to recruit and retain highly skilled and innovative faculty.

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

Queen of Angels works collaboratively with neighboring schools in shared lessons that benefit student learning and teacher effectiveness. School is currently working with the Lincoln Square Chamber of Commerce and another Catholic school to offer the YEA (Young Entrepreneurs Academy) program challenging sixth to eighth grade students to start their own business design. Our school adopted a mix-age homeroom system in the middle school, which was carefully planned through contact with another Catholic school in the city. The success of our pod program which highlights leadership and service has been shared with other schools. Our school also works to enhance the vitality of the pre-school and kindergarten by working with other elementary schools who employ best practices as set forth by NAEYC. Teachers utilizing the Everyday Mathematics program have also worked closely with another Catholic school, regarding strategies for successful implementation and teacher training. Our school has just been chosen to partner with Loyola University on teacher preparation in the area of Science. Many of our teachers belong to professional organizations which allow them to enhance their own teaching while building successful relationships with other teachers. Organizations include, but are not limited to, NAEYC, ASCD, NART, ICE, NSTA, NCSST and NCEA. Teachers are also encouraged to actively seek out professional development which allows teachers to network with other teaching professionals and gain deeper insight and understanding of the subjects they teach, techniques for differentiation, assessment strategies and student achievement strategies. The school has allowed student teachers from various local universities, North Park, Northeastern Illinois, DePaul, and Loyola to learn instructional practices to become an effective teacher under the direction of our professional educator mentors. The principal attends monthly council meetings and leadership days within the Archdiocese of Chicago and conferences affiliated with the Illinois Principals Association, ASCD and NCEA on school leadership and exchanging ideas on how to best address the individual needs of students. Queen of Angels collaborates with neighboring public school, Waters, to help assist students who are in need of testing arrangements for entrance to the city's selective enrollment high schools.

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

Queen of Angels offers parents a number of opportunities to meet with experts in the field of child development and education through workshops and informal parent meetings. Parents are encouraged to be active participants in their child's education. The goal of these meetings is to empower parents in fostering student success and achievement. A sampler of topics for these sessions includes: identifying and working with learning needs, Response to Intervention philosophy, AIMSweb assessments, identifying and supporting children with needs for enrichment, summer learning strategies, developmental transitions, anti-bullying and forming effective parent-teacher partnerships. Open houses and tours are offered monthly for prospective parents with informational sessions with principal, staff and parent ambassadors on academic, enrichment and special school programs. Parent coffees are hosted during the course of the school year to discuss topics of concern or interest, including school policies, curriculum development, social skills or improving the school community. The school participates in Catholic Schools Week with a weekend day enabling parents to attend classes and experience the classroom instructional program. One of the strengths of our school is the high degree of parent involvement in setting, shaping and improving our school direction and long term growth. In 2010, we participated in the Archdiocese School Improvement Process which involved all teachers, parent leaders in teams that evaluated our school's financial, curriculum, technology, religious identity and community outreach progress. School Board, teachers and administration review annually the school's long range plan. Parents and members of the local business community support the school through annual fundraisers including our Harvest Jam, Track-a-Thon and Winter Toast events. We utilize our weekly on-line QofA Today newsletter to inform parents of school happenings as well as to highlight activities in the neighborhood that benefit their family. The development newsletter, published twice a year, highlights events and people within the parish and school community.

# **PART V - CURRICULUM AND INSTRUCTION**

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## **1. Curriculum:**

Queen of Angels core curriculum aligns with Common Core Standards. The instructional day includes Religion, reading, literature, language arts, English, handwriting, mathematics, social studies, science, technology, foreign language, art, library, music and physical education. Curriculum for core subjects are researched and selected for their support of our goal to have all students achieving or exceeding the above average range on standardized Terra Nova tests.

**Religion:** Religious instruction includes topics related to the Archdiocese of Chicago's curriculum and text "Call to Faith" in educating students on their Catholic faith. The Religion program highlights liturgies, special celebrations, field trips and school or grade level service projects.

**Language Arts:** Early childhood standards based literacy programs are introduced at pre-school level. Queen of Angels adopted the Treasures language arts program in fall of 2011 aligned with Common Core Standards for grades kindergarten to fifth grade geared to promote interconnected classroom instruction and student achievement. A literature series component is utilized in the middle school grades. A strong emphasis on the Six Traits of Writing frames the English program.

**Mathematics:** The University of Chicago School Mathematics Project, Everyday Math in alignment with the Common Core Standards was adopted in fall of 2011. The kindergarten to fifth grade program focuses on working collaboratively and development of strong problem solving skills through differentiated hands on activities. The Pearson/Prentice Hall Common Core math program adopted in fall of 2012 for middle school grades sixth to eighth enhances problem solving skills, links between past experiences and new concepts and applies math to real life situations.

**Science:** Science in early childhood and primary grades focuses on the physical world. Students in the intermediate and middle school grade levels explore life, earth, physical and technological science. Topics are investigated through hands-on learning and small group activities, research and experimentation using the scientific method. Students in the Middle School present scientific projects at annual Science Fair

**Social Studies:** The Social Studies curriculum focuses on history, geography, culture, government, and economics. Student learning is enriched through hands-on projects along with written and online research. Students in early grades begin learning about their own community and expanding over the different grades to understanding historical, current and world events.

**Spanish:** The immersion Spanish program at Queen of Angels is provided by Language Stars from pre-school through eighth grade. Students receive weekly instruction through practice and written/oral expression. A more in-depth component in the speaking, writing and reading areas is added in middle school grades. Queen of Angels School is in compliance with the program's foreign language requirement for grades seven and eight for Spanish during the regular school day, summing to a minimum of 40 minutes of instruction per week for a full year.

**Technology:** Students from pre-school to eighth receive curriculum instruction in the Multi-Media Lab up to twice weekly. iPad and laptop carts are located on different levels for student use along with classroom desktops. School wide wireless network is in place. Power School online database is utilized to connect parents with their students' grading progress.

**Fine Art:** Art instruction begins in pre-school and focuses on the classic, famous and contemporary works of art. The program encourages artistic achievement and creativity. Music program begins in pre-school

with fundamentals and skills taught to increase music aptitude. Musical Chairs component offers enrichment programs in areas of performance, instruments and vocal.

Physical Education and Health: Full time students attend physical education classes twice a week with emphasis on exercise, sport techniques and teamwork. The school nurse coordinates nutrition and health education for students. Health and Fitness Week in spring highlights fitness activities and health education topics.

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

The school begins the importance of literacy in pre-school with standards based readiness programs. Treasures reading program is utilized in grades kindergarten to fifth with Glencoe Literature program in grades sixth to eighth. Treasures is designed to meet the needs of students for both reading and writing. The reading program focuses on five critical areas of instruction: phonemic awareness, phonics, fluency, vocabulary and text comprehension. Comprehension and understanding are stressed with more in-depth critical thinking introduced through weekly focused lessons and reading skills. The focus is to keep instruction differentiated so that all students are challenged and enabled to reach academic success. Teachers in the intermediate grades utilize the reading curriculum to encourage independent reading success. The curriculum focuses on developing and fostering executive functioning skills. Students continue to work on fluency, phonics and comprehension. In middle school, students are exposed to novels with more complicated themes and plots. Students spend large amounts of time working on skills related to fluency, inferring, analyzing and comprehension skills. The goal of the middle school reading program is to move students to the upper levels of thinking in Bloom's Taxonomy. The middle school utilizes both a textbook and several novels. Weekly lessons focus on a particular skill and story for the week, and formative assessments are administered on a regular basis. Novel studies go more in-depth with students often working in small literature circles, usually following a mini-lesson on a topic, thereby increasing their own ability to apply what they have learned through a scaffolding approach. Students learn to read fluently, enjoy reading and understand and create a broad range of written material through guided and independent course work and projects. Students in the elementary level are taught writing through the "Six Traits of Writing." All teachers practice some form of "writer's workshop" to help students learn the process of writing and revising in order to understand what good writers do. Teachers focus, in all levels, on the importance of grammar and spelling. Accelerated Reader is another component of the reading program accessible in the library and kindergarten to fifth grade classrooms to improve student achievement. Students are invited to join "Book Clubs" run by the school librarian during the lunch time and discuss books they have chosen to read. This is an opportunity for students to see reading as a fun activity and participate without concern about reading ability.

## **3. Mathematics:**

Students in pre-school begin their math readiness working on early number literacy and numeracy skills. *Everyday Mathematics* program was adopted in fall of 2011 for grades kindergarten to fifth and Prentice Hall Common Core Math for middle school grades of sixth to eighth to enhance individual student achievement across grade levels. Both math programs are in alignment with the Common Core Standards the school began to implement for the 2011-2012 school year. Students work from textbooks, online technology applications and activities to learn and reinforce previous material. Accelerated students are able to move forward with more challenging material following AIMSweb or Terra Nova assessments. Mathematics classrooms are places where active learning occurs. Students using *Everyday Mathematics* use hands-on activities to reinforce the skills and concepts presented in the lessons. Students often play various "games" to enhance their learning experiences and to see how the math concepts learned in the classroom can be applied in other areas of learning. Students in all grade levels are able to use manipulatives and physical examples to illustrate abstract concepts. Math skill development continues through the use of everyday problem solving and the creation of linkage between past experiences and new concepts. AIMSweb is a valuable assessment tool in area of mathematics for teachers to identify

areas where students might struggle or excel. Teachers then modify and tailor instruction to meet the needs of the student. Classroom instruction is often set up for small group collaboration after a lecture from the teacher. This allows students to reinforce their learning by helping classmates and it allows the teacher to work one-on-one with students who need more assistance. Students in all grade levels also have access to Accelerated Math, a computer program which allows teachers to perform quick assessments, and allows students to cover a lesson again or move on to more challenging material. This provides strong differentiated lessons as well as a way to monitor the way in which RTI (Response to Intervention) is benefiting students. In the spring 2012 the school implemented the online IXL math program as both a school and home resource to increase student math achievement. Students in the middle school have traditionally gone on to Honors or advanced level math classes in some of the most competitive high schools in Chicago.

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

Music classes meet twice a week with students taught to read and write music based on the studies of renowned music educator Zoltan Kodaly. Musical performance using a wide range from the earliest classics to modern popular songs, and beginning songwriting have all been a feature of these classes. The middle school students have an emphasis placed on hand bell performance and music theory studies. They have two major performing opportunities each year – The Christmas Pageant, which is the Christmas story set to carols and hand bells, and the Spring Pops Concert, which focuses on popular music performance. Our students have the opportunity to perform with two audition-based choirs. The Cherub Choir with students from first to third grades and the Choristers with students from fourth to eighth both perform extensively at the Church liturgies and other special events. Members of both choirs have rehearsals weekly after school where they are taught advanced vocal technique and working with two-part vocal music. Both groups were featured in a compact disc recording entitled “O Magnum Mysterium,” released in 2009. The Choristers have also been regularly invited to perform outside of school, notably as part of the annual Chicago City Hall Holiday Concert Series. Queen of Angels has also partnered with Musical Chairs, which provides additional music classes and private lessons that are available for any student at the school. For our younger students, they provide "Step The Beat" classes, which shows the children note reading, ensemble playing and ear training from preschool age on. Students also are offered after school opportunities in drama performance. Our middle school students have the option to take Accelerated Music in addition to their normal music class, which moves on a faster track and allows for deeper discovery of music theory and composition. Private lessons are offered in voice, piano, and instrument. Our visual arts program is also very strong with students attending art class once a week. The children study art history and translate this knowledge into creating pieces that use the same mediums and techniques but utilize the students’ unique visions and feelings. The art teacher with the assistance of the art committee and visiting artists has transformed art into another realm with various themes to create a vibrant and visual presence of the vitality of art throughout the corridors of the school.

#### **5. Instructional Methods:**

Queen of Angels employs a varied palette of instructional methods in differentiating instruction. The teachers use groupings throughout each day which change by level and subject. Students may share whole group discussion, a small project based experience, an interest group, book club discussion, or small ability group. These groups might be lead by the classroom teacher, the school librarian, a paraprofessional, student teacher, or our Title 1 teacher who supports students with practice in math and reading. Queen of Angels intermediate and middle school students are exposed to literature circles to prepare for successful high school experiences. A multi-dimensional approach to bringing books to life is also evident. Students travel to local theaters for trips based on material being read and participate in their own theatrical presentations. Our school’s differentiated learning team includes our school psychologist, staff from Belle Center/Aspire and learning specialists who work closely with classroom teachers to support students with diagnosed learning disabilities and provide accelerated learners with differentiated and challenging programs in the classroom or gifted program, “Tour Chicago”. The school Psychologist

writes IEP's or accommodation plans for students with designated learning needs for implementation in the classroom by the teacher such as modified assignments, un-timed tests and special directions to meet the student's specific need. The Belle Center/Aspire staff, composed of a Speech Pathologist, Special Education teacher and Occupational Therapist, assist the teacher in the classroom with a student needing learning assistance either one on one or small group. The resource teacher helps to provide assistance to the classroom teacher for accelerating the pace of a student needing to be challenged within the classroom or placed into the "Tour Chicago" gifted program. Queen of Angels Literary Magazine for the 2011-2012 school year was a compendium of poetry, storytelling and art of all students from first to eighth grade. Mrs. Joan Smutney, Director for the Center for Gifted and Talented, was the magazine's inspiration and consultant for the school. Mrs. Smutney has worked with teachers on accelerating learning and bringing out the creativity of all student learners. Technology advances were seen in the transformations of the computer lab to a Multi-Media Lab in 2012 along with the continuing expansion of iPad and laptop classroom programs from pre-school to eighth grade. Many online textbooks and online applications are offered providing varied and unique learning opportunities and facilitating independent study for all levels of student learning.

## **6. Professional Development:**

Our school is committed to the development of our entire community, staff as well as students. We seek and utilize No Child Left Behind grants (Title II) to support development of targeted skills in our school, such as working with specific learning needs, such as reading, mathematics or language disorders, autism, integrating technology, sensory integration challenges, or bullying behaviors. In addition, we have used these funds to provide training programs, periodic in-service workshops, as well as monthly brown-bag lunch programs for teachers to develop skills in working with enrichment, children with special needs, implementing and interpreting assessment methods, and working with evidence-based interventions. These learning programs are facilitated by our consulting psychologist and learning specialists, outside experts, as well as by staff members returning from specialized workshops, conferences, or other programs.

We budget \$1200 per staff member for professional development activities. Staff discusses and finalizes self-development plans with our principal during faculty meetings. Teachers actively utilize professional development funds to attend workshops, conferences, or training programs. Staff is encouraged to pursue graduate degree programs, and half have completed or are currently enrolled in master's degree programs. Primary educators attend the annual NAEYC conference, where they participate in workshops with an eye toward finding new approaches or methods to improve our school's effectiveness. Teachers share what they discover through these venues with individual peers, groups of teachers by subject or grade level, or the entire faculty. All teachers attend Archdiocese sponsored workshops annually. A week each August is set aside for workshops to assist all teachers in developing skills, including topics on inclusive learning, assessment, reading, mathematics, technology, lesson planning, attention/concentration, executive functioning, and other areas of focus for the new academic year.

A few of the many examples of how professional development of staff has benefited the achievement of our students include: selection and implementation of technology, integration of projects across subject areas, improving curriculum selection and development, expanding teachers' toolboxes of targeted, evidence-based interventions, facilitating inclusion of a wide-range of individual learning and other challenges, including students with Cerebral Palsy, Tourette's Syndrome, elimination disorders, Spina Bifida, language disorders, Autism Spectrum Disorders, sensory processing disorders, as well as physical developmental delays. Our summative assessment scores indicate an above average achievement level for our students which, given the significant diversity of our students' abilities, is a credit to the quality and ongoing development of our staff.

## **7. School Leadership:**

Queen of Angels School operates under the direction of Queen of Angels Parish and Pastor. The school is governed through a full-time Principal with an administrative team of Assistant Principal and two unit leaders in the areas of pre-school to third and fourth to eighth grade. The Principal follows the policies, procedures and guidelines set forth by the Archdiocese of Chicago and the Illinois Board of Education. The administrative leadership through the Archdiocese of Chicago School Improvement Process in March 2010 affirmed the Principal as a strong leader open to innovation and continually working to improve the instructional program and student achievement in an inclusive educational setting. The principal is dedicated to the educational ministry of the school, holds oneself to high professional standards and has the same professional expectations for the staff. The principal displays a knowledge of and sensitivity to the educational program, faculty, students and their families. The Principal encourages and fosters differentiated and interactive teaching and learning strategies for students of varying abilities and differing learning needs. Professional development is viewed by the Principal as a priority in the training of teachers to remain updated with current educational strategies and practices to improve instruction and learning. The Principal maintains a clear sense of direction and vision for the school community providing opportunities for teachers, staff and board members to utilize their expertise. The Principal encourages open communication among all school constituents. The fiscal status of the school is monitored by the Principal who supervises income sources and expenditures to ensure continued financial viability in accordance with "Best Financial Practices". The school's educational community has updated texts, supplemental materials, technology and training to support a strong learning program. The direction of a five year plan under the Principal in guiding preventive maintenance, capital improvements, technology, curriculum, institutional advancement is in place. The school maintains a safe environment and a clean, well managed facility. There is a sense of community among the faculty and staff of supporting one another both as professionals and as colleagues. The Principal fosters a home and school partnership and encourages parental commitment and participation within the school.

## **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>\$5610</u>	<u>\$5610</u>	<u>\$5610</u>	<u>\$5610</u>	<u>\$5610</u>	<u>\$5610</u>
<b>6th</b>	<b>7th</b>	<b>8th</b>	<b>9th</b>	<b>10th</b>	<b>11th</b>
<u>\$5610</u>	<u>\$5610</u>	<u>\$5610</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
<b>12th</b>	<b>Other</b>				
<u>\$0</u>	<u>\$0</u>				

4. What is the educational cost per student? (School budget divided by enrollment) \$5492

5. What is the average financial aid per student? \$1500

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? 3%

# PART VII - ASSESSMENT RESULTS

## NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: Terra Nova 3

Edition/Publication Year: 3rd Edition 09-11/2nd Edition 07-08

Publisher: CTB/McGraw-Hill LLC

Scores reported as: NCEs

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	78	81	89	81	71
Number of students tested	26	29	34	27	27
Percent of total students tested	84	85	97	79	90
Number of students alternatively assessed	5	5	1	7	3
Percent of students alternatively assessed	16	15	3	21	10
<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>					

13PV140

## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: Terra Nova 3

Edition/Publication Year: 3rd Edition 09-11/2nd

Publisher: CTB/McGraw-Hill

Scores reported as:

Edition 07-08

LLC

NCEs

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	83	80	86	69	73
Number of students tested	26	29	34	27	27
Percent of total students tested	84	85	97	79	90
Number of students alternatively assessed	5	5	1	7	3
Percent of students alternatively assessed	16	15	3	21	10
<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>					

13PV140

## NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: Terra Nova 3

Edition/Publication Year: 3rd Edition 09-11/2nd

Publisher: CTB/McGraw-Hill Scores reported as:

Edition 07-08

LLC

NCEs

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	79	82	82	56	74
Number of students tested	25	31	26	22	24
Percent of total students tested	81	97	90	79	83
Number of students alternatively assessed	6	1	3	6	5
Percent of students alternatively assessed	19	3	10	21	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>					

13PV140

## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: Terra Nova 3

Edition/Publication Year: 3rd Edition 09-11/2nd

Publisher: CTB/McGraw-Hill

Scores reported as:

Edition 07-08

LLC

NCEs

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	86	88	84	75	79
Number of students tested	25	31	26	22	24
Percent of total students tested	81	97	90	79	83
Number of students alternatively assessed	6	1	3	6	5
Percent of students alternatively assessed	19	3	10	21	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>					

13PV140

## NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: Terra Nova 3

Edition/Publication Year: 3rd Edition 09-11/2nd

Publisher: CTB/McGraw-Hill

Scores reported as:

Edition 07-08

LLC

NCEs

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	87	77	73	74	75
Number of students tested	28	22	14	20	26
Percent of total students tested	93	85	78	83	90
Number of students alternatively assessed	2	4	4	4	3
Percent of students alternatively assessed	7	15	22	17	10
<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>					

13PV140

## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: Terra Nova 3

Edition/Publication Year: 3rd Edition 09-11/2nd

Publisher: CTB/McGraw-Hill

Scores reported as:

Edition 07-08

LLC

NCEs

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	87	85	79	69	87
Number of students tested	28	22	14	20	26
Percent of total students tested	93	85	78	83	90
Number of students alternatively assessed	2	4	4	4	3
Percent of students alternatively assessed	7	15	22	17	10
<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>					

13PV140

## NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 6

Test: Terra Nova 3

Edition/Publication Year: 3rd Edition 09-11/2nd

Publisher: CTB/McGraw-Hill Scores reported as:

Edition 07-08

LLC

NCEs

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	83	76	82	74	82
Number of students tested	22	13	19	25	24
Percent of total students tested	92	72	86	100	92
Number of students alternatively assessed	2	5	3		2
Percent of students alternatively assessed	8	18	14		8
<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>					

13PV140

## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 6

Test: Terra Nova 3

Edition/Publication Year: 3rd Edition 09-11/2nd

Publisher: CTB/McGraw-Hill Scores reported as:

Edition 07-08

LLC

NCEs

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	86	87	83	69	83
Number of students tested	22	13	19	25	24
Percent of total students tested	92	72	86	100	92
Number of students alternatively assessed	2	5	3		2
Percent of students alternatively assessed	8	28	14		8
<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>					

13PV140

## NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 7

Test: Terra Nova 3

Edition/Publication Year: 3rd Edition 09-11/2nd

Publisher: CTB/McGraw-Hill Scores reported as:

Edition 07-08

LLC

NCEs

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	86	92	90	89	79
Number of students tested	13	17	17	20	31
Percent of total students tested	72	81	71	100	84
Number of students alternatively assessed	5	4	7		6
Percent of students alternatively assessed	28	19	29		16
<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>					

13PV140

## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 7

Test: Terra Nova 3

Edition/Publication Year: 3rd Edition 09-11/2nd Edition 07-08

Publisher: CTB/McGraw-Hill LLC

Scores reported as: NCEs

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	82	82	91	88	73
Number of students tested	13	17	17	20	31
Percent of total students tested	72	81	71	100	84
Number of students alternatively assessed	5	4	7		6
Percent of students alternatively assessed	28	19	19		16
<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>					

13PV140