

PART I - ELIGIBILITY CERTIFICATION

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

1. The school 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

All data are the most recent year available.

DISTRICT

Questions 1 and 2 are for Public Schools only.

>

SCHOOL (To be completed by all schools)

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

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

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	49	58	107
K	21	21	42
1	24	28	52
2	20	28	48
3	11	22	33
4	19	15	34
5	13	13	26
6	19	12	31
7	16	9	25
8	17	15	32
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total in Applying School:			430

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
2 % Asian
2 % Black or African American
7 % Hispanic or Latino
2 % Native Hawaiian or Other Pacific Islander
85 % White
2 % 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.	3
(3)	Total of all transferred students [sum of rows (1) and (2)].	6
(4)	Total number of students in the school as of October 1, 2011	430
(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: 4

Specify non-English languages:

Thai, Spanish, Chinese and French

9. Percent of students eligible for free/reduced-priced meals: 9%
 Total number of students who qualify: 37

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: 5%
 Total number of students served: 21

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

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>6</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>7</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>7</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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

	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>21</u>	<u>4</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>6</u>	<u>1</u>
Paraprofessionals	<u>6</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>6</u>	<u>1</u>
Total number	<u>41</u>	<u>6</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:

20:1

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

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	99%	97%	96%	95%	95%
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

Saint Andrew is a vibrant parochial school located in the Lakeview/Wrigleyville neighborhood of Chicago, Illinois. Our rich history dates back to 1902 when the school first opened its doors. Saint Andrew School will graduate its 111th class in June of 2013. Saint Andrew Alumni can be found in many professions and all walks of life, making positive contributions to society. Saint Andrew not only has a rich history, but has a strong presence in today's educational community.

Saint Andrew has been described as more than a school, but a way of life. It is the expression of self-sacrificing, good hearted people that make the community of Saint Andrew so special. Its Spirit- Study-Service values are woven into every facet of life. Saint Andrew School's mission is to provide a caring, safe and supportive environment that instills Catholic values for each student. The school's goal is to focus on the whole child; promoting individual academic success, developing spiritual awareness, building character and encouraging service for the common good. The teachings and the examples of our Lord, Jesus Christ, in the Catholic tradition are the foundation for student growth.

Saint Andrew's dedication to study is exemplified in our small class size that fosters a positive atmosphere for learning where students scaffold their success and gain confidence from a 'just right' challenge. Technology is imbedded in the classroom. All of our classrooms are equipped with smart-boards and many have computer pods that put education at the student's fingertips. Every teacher has an iPad, and there is a 1:1 laptop to student ratio in our middle school. Video streaming is available from Discovery Education and brings learning to life. Differentiated instruction is tailored to students' strengths and weaknesses. Our Excel Program challenges students who score above the 90th percentile on the Terra Nova Test in Reading and Math. Saint Andrew identifies and assists students who need extra help in all subject areas. Saint Andrew encourages hands on learning through regular field trips that provide students with an up close look at areas of study. Students experience our government in action with extended trips to Springfield, Illinois and Washington DC. Displays of student success can be found throughout the school and in special presentations such as Science Fair, History Fair, Art Walk and Publishing Parties. The school is proud of its standardized test scores as students consistently score above the national norm on Terra Nova and EXPLORE Tests. Our graduates are accepted into the high schools of their choice. Our extracurricular programming exposes students to a variety of after-school activities including athletics, the arts and recreational pursuits allowing students to excel outside of the classroom.

Our commitment to service is evident in school service projects, including working with Special Olympics as volunteers at their floor hockey tournament. Additionally, students have adopted a school in Uganda and conduct an annual fundraiser that benefits students in a part of the world that has very few resources. The students see the benefits of their service through regular communication with the missionary pastor. The partnership between teachers and parents is evident by an active School Board that serves on committees for school improvement; these committees include marketing, admissions, middle school advisory, athletics, budget and Catholic identity. Saint Andrew Room Parents assist teachers by improving the classroom atmosphere and keeping lines of communication open that enhance problem solving.

Saint Andrew teachers have a passion for teaching and are dedicated to student success. Teachers arrive early and stay late to meet with parents and students. They work at perfecting their craft by attending conferences and workshops. Saint Andrew teachers attend a workshop at the start of every school year that develops a collegial atmosphere for teambuilding and problem solving that ultimately enhances student performance. Fifty percent of our teachers have obtained Masters Degrees, while many are working toward completion. Staff meetings and in-services are productive and focus on student learning.

The future of Saint Andrew is bright! Recent trends indicate steady growth as our enrollment has climbed from 319 students in 2003 to 430 students at the beginning of this school year in grades preschool through 8th. A solid marketing program that advertises our accomplishments, an active parent-teacher partnership, dedicated staff and high academic standards ensures that Saint Andrew will continue to hold a prominent place educating children for the next 111 years. We are proud of our past and excited for our future!

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Saint Andrew annually administers the Terra Nova test to students in grades two through seven. The Archdiocese of Chicago/Office of Catholic Schools requires testing in grades three, five and seven; however we believe that also testing in grades two, four and six helps monitor student progress. CTB McGraw Hill Terra Nova, Third Edition is a standardized achievement test designed to measure achievement, monitor progress, and design instruction to promote the highest achievement levels in all students. Saint Andrew has been administering the Third Edition of the Terra Nova for the past four years.

For the past three years Saint Andrew has administered the EXPLORE test to our eighth graders. EXPLORE is a norm based test. EXPLORE assesses academic progress, provides an early indicator of college readiness, helps students understand career options, and assists them in developing a high school coursework plan that prepares them to achieve their post-high school goals. Using the results of the EXPLORE test, teachers can evaluate what a Saint Andrew student has learned and what still needs to be accomplished. For the past three years, our achievement scores in Math, Reading, English, and Science have been well above the national norm.

Saint Andrew has scored consistently better than 85% of the nation in reading and math over the past five years. There was an exception to this consistent trend in Sixth Grade Math in 2009. This group scored in the sixty-sixth percentile. We used this data to drive our instruction for the following year. With the implementation of support staff, and differentiated instruction we were able enhance student performance. Evidence of our success is apparent as this same class scored in the seventy-ninth percentile in math the following year.

Saint Andrew has consistently placed in the top 15% of the nation over the past five years. Saint Andrew expects this trend to continue as we strengthen our efforts in both reading and math. With the addition of a Reading Specialist, Learning Resource, Curriculum, and Excel Coordinators we have found that our scores have maintained their high level and in many cases have increased.

Support staff have been in place for six years and have assisted the teachers with analyzing test results to help improve future instruction. The Reading Specialist and Learning Resource Coordinator have been integral in designing push-in and pull-out classes to better assist the teachers with their students. The Excel coordinator not only uses the results of the math and reading scores to assist in determining placement in the excel program, but also reviews the InView Cognitive Abilities Index (CSI). This test measures five cognitive areas: Verbal Reasoning, Words and Context, Sequences, Analogies, and Quantitative Reasoning. Saint Andrew uses this test to identify possible under achievers and anticipate achievement scores, both actual and expected. These scores help the teachers see if their students are working up to their potential.

The Terra Nova Reading Test measures student achievements related to: basic understanding, analyzing texts, evaluating and extending meaning and reading and writing strategies. The Terra Nova Math Test measures student achievement in: number and number relations, computation and numerical estimation and operational concepts, measurement, geometry and spatial sense, data analysis, patterns, algebraic process, problem solving and reasoning. Saint Andrew believes that the Terra Nova accurately reflects the standards set forth by the Office of Catholic Education and provides Saint Andrew with a research based achievement test.

The Objectives Master Score is used in assessing instructional strengths and weaknesses. This score provides information about specific content, and assists the teachers in planning instruction. In addition,

the OPI (Objectives Performance Index) reports mastery level information for each objective on the Terra Nova Test. Using this OPI report, teachers flexibly group students, judge program efficiency, and coordinate push-in services. Students that have partially mastered an objective may need additional assistance in any given objective, while a student in a high mastery column would not need to repeat that objective.

2. Using Assessment Results:

Saint Andrew teachers consistently monitor the Terra Nova Test results. Each year when test results are received the administrative team evaluates the overall school performance. This team attends the pre and post Terra Nova workshops to gain a better understanding of what the test results reveal about our school. The teachers have a designated staff day to analyze the results of the Terra Nova Tests. Teachers plan for instruction for the remainder of the year and for the upcoming school year. The test results provide meaningful feedback to our school and Saint Andrew uses these results to help design and reevaluate curriculum in areas of strengths and weaknesses.

Reading and math have always been an integral part of the Saint Andrew Curriculum. Over the past five years Saint Andrew continues to make improvements in both of these core subject areas. The Reading Specialist, Learning Resource, Curriculum, and Excel Coordinators collaborate with the classroom teachers to ensure that progress is being made for each student. With the assistance of the support staff all of our students receive differentiated instruction based on their learning needs. The Terra Nova results and student assessments provides a better understanding of the students' needs. Students found to be struggling with a reading or math skill receive remediation that will re-teach that particular skill.

When examining the test results teachers look closely at the OPI section. This section assists the teachers to tailor instruction for students that have shown high mastery, moderate mastery and low mastery on any given objective. While examining the Terra Nova results the Excel Coordinator monitors those students who score in or above the 90th percentile in reading and/or math. Teacher recommendation and high mastery on a student's report card will place a student in the Excel Program. The Reading Specialist and Resource Coordinator will be monitoring any students who are not already receiving services who score a stanine of six and lower in both reading and math.

Saint Andrew utilizes a formal progress monitoring system for students who are identified for intervention through the RTI process. Teachers and staff use reading fluency, reading comprehension, and numbers and operations assessments from easycbm.com to weekly progress monitor student growth. This provides data to closely document progress in various subcategories of reading and math.

When Terra Nova results are low in specific content area curriculum is reviewed. Gaps in content are addressed and realigned within the calendar year. Low scores on performance objectives in the areas of math and reading are analyzed each year. Additional resources are implemented to address these areas of concern. When scores indicate high performance, student and curricular needs are also addressed. The Excel Coordinator and Curriculum Coordinator collaborate to increase academic rigor within the curriculum.

Saint Andrew not only monitors Terra Nova results annually, but students are assessed six times per year with the reading and math series benchmark assessments. Parents have access to student progress through Option C, an online grade book and assignment program. The Terra Nova results are proudly displayed annually on the school website.

3. Sharing Lessons Learned:

Saint Andrew is continually evolving and changing. The school is always learning from as the past as it shapes the future. Saint Andrew is proud of what it has accomplished and shares the wealth of knowledge

that it has gained. Saint Andrew School belongs to many local and national professional organizations such as; NCEA, NCTM, ASCD, AMLE, and NRC.

Saint Andrew is in a partnership with DePaul University's College of Education. The school teams with professors of reading and math in early childhood to the middle grades. The university sends their teacher candidates for field experience at Saint Andrew School. Veteran teachers host a student for the quarter. The university students have the opportunity to observe, assist, and teach in the classroom. Teachers then advise, critique and mentor these students. The school has developed professional relationships with the professors in these fields.

The principal attends monthly meetings with other principal's in our vicariate. The goal of these meetings is to collaborate with other principals about various topics in education. Professional dialogue takes place to problem solve, share ideas and successes. Principals share strategies for marketing, enrollment, academics, and professional development. This alliance is beneficial to all schools involved.

The Saint Andrew School is a leader with Archdiocese Office of Inclusion. For the past six years the school has worked with the Office of Inclusion in developing programs at Saint Andrew. As the school gained knowledge of its many successes it has collaborated with this office to better develop programs for students that need extra help.

4. Engaging Families and Communities:

Saint Andrew has implemented several strategies that allow for family and community input that benefits every student. The Principal hosts a regular 'coffee' that invites parents to discuss school policies, clear up informational lapses, and address issues that impact student performance. These 'coffees' have been well received by our parent population and keep the lines of communication open. Often individual grade level parents are invited as special guests to target a particular topic.

Saint Andrew hosts a high school night every fall. Parents and students are invited to meet with representatives from Catholic high schools. We work with families to find the right high school fit for their children as they transition to the next level of their education. To aid in this process, Saint Andrew staff regularly attends annual meetings with high school leaders to learn about their successes and their expectations for student admission. The information gathered helps develop strategies for curriculum and students.

Saint Andrew hosts an articulation meeting every spring and fall for middle school parents and students that communicate expectations as students transition from sixth to seventh grade and from seventh to eighth grade. These meetings are essential in developing a successful exit strategy for students and parents as they consider education options for the future.

Saint Andrew has adopted a goal of educating and developing our School Board. The School Board works closely with school administration. Members serve on committees that affect school operation. School Board committees include: marketing, admissions, middle school advisory, athletics, budget and Catholic identity. An informed and educated School Board allows us to focus on our core mission of educating children by providing a caring, safe and supportive environment.

Family Mass is held every month in Saint Andrew Church. Families come together to reinforce spiritual awareness with the community members from Saint Andrew Parish. The Mass is a celebration of children and families. Students play an active part in the Eucharist. Socialization is held after Mass with special activities in our gymnasium. These activities include: a pumpkin patch, advent wreath making, Christmas ornament making, pancake breakfast, and open houses.

Parent-Teacher Conferences are formally held at the end of our first trimester. Sufficient time is allowed for both parents and teachers to have a discussion concerning student performance. Parent-teacher conferences open lines of communication that solidifies this important partnership.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Religion: Students participate in weekly Mass. Students deepen their faith by participating in daily prayer and learning about their religion. An innovative, comprehensive program is used in preschool through eighth grade. *Call to Faith* features a unique spiral scope and sequence based on seven doctrinal themes. Age-appropriate content for each theme is presented at every grade level as each child grows and develops. *Family Life* has been adopted in grades 4-8 to assist students in making sound moral decisions in an ever changing world.

Reading/Language Arts: Reading, writing, listening and speaking are all an integral part of our language arts curriculum. Authentic literature is used in the classroom to motivate learners. Students are encouraged to make connections in both reading and writing. The students' ability to critically think and extend meaning to text is emphasized. Journal writing, responses to literature and discussions provide opportunities for students to make real-world connections.

Math: Students begin their math lesson with a problem of the day. Real world context is an important component of the math program. Visual bridges are used to help check for understanding in lower elementary classes. A comprehensive program in K-5 allows for re-teaching and enrichment throughout each lesson. Problem solving and understanding the relationship of numbers is an important foundation in the math program.

Social Studies: Saint Andrew brings learning alive with its theory based active instruction in social studies. Multiple intelligence teaching strategies are used in a variety of lessons. Cooperative interaction and a spiral curriculum make for rich classroom history instruction and learning. Students are encouraged to make real-life connections to the history being taught. Ownership of the learning process by students is encouraged throughout our social studies classes.

Science: The scientific process and learning through inquiry is stressed throughout our science program. Students explore a variety of scientific disciplines including earth, life and physical science. Teachers use a wide variety of resources to enhance student learning. Students participate in the annual Science Fair. The goal is to prepare students for the fast paced world ahead of them. Technology is integrated through all facets of the curriculum. Science kits allow for hands-on experiences in the classroom. Students have an opportunity to engage as young scientists as they observe, ask questions, collect data, form hypotheses and communicate findings.

Technology: The Saint Andrew computer curriculum not only integrates technology through all subject areas but more importantly teaches digital citizenship and responsibility. This enables our students to be ready for the challenges of a global world. Students learn through technology to search, evaluate, collaborate and organize information to be used in core subject areas. The lab is used to work on projects that promote critical thinking and problem solving. SMART boards, iPads and portable laptop carts have been integrated into classrooms throughout the school.

Art: The visual arts curriculum encompasses kindergarten through eighth grade. It includes hands on art making experiences that are aligned to the National standards for fine arts education. For example, students use of a wide variety of tools and multidimensional materials such as paint, clay and found objects. Students also have the opportunity to reflect on their work through discussion and/or personal evaluation. The curriculum also focuses on the incorporation of children's literature. The visual arts curriculum is aligned to core class curriculum in order to enhance learning through art making that relates directly to history, science, math and language arts.

Music: The music curriculum expands K-8 and includes a well-planned performance experience in music, theater, and dance. Activities are aligned to the standards of music education and include performing, creating, listening to, and analyzing music, as well as singing and playing instruments. Technology is integrated into Saint Andrew's music curriculum through the use of MacBooks and SMART Boards.

Physical Education: The physical education program at Saint Andrew School is designed to promote the knowledge and skills necessary for a student to participate in a variety of physical activities and sports throughout their lives. The program also strives to make students aware of the value of a healthy lifestyle and in turn the proper ways to attain and maintain healthy minds as well as bodies. A strong emphasis on the importance of recognizing and respecting diverse physical capabilities in athletic settings are also practiced. Saint Andrew School follows a curriculum designed to promote an active lifestyle with a lifelong commitment to physical well-being, health, and fitness.

Spanish: Linguistic diversity is valued in the development of the whole child. Students in grades K-8 participate in bi weekly Spanish class. Speaking, listening and writing in Spanish is the core to this program. Vocabulary enhancement is a common theme throughout the Spanish Program. Saint Andrew is committed to developing well rounded students with international awareness and the ability to communicate in two languages. The primary goals of the Spanish curriculum are to provide skills and understanding that allow students to communicate in Spanish through listening, speaking, reading and writing. Grades 7/8 are in compliance with CAPE foreign language guidelines.

2. Reading/English:

Saint Andrew utilizes a balanced literacy approach that unites all components of language arts as well as in other content area classes. Reading workshop in the primary grades develops foundational reading skills through themed units which examine questions, investigate greater theories, and offer children an opportunity to learn through inquiry. Reading instruction is concentrated in the areas of comprehension, vocabulary, phonics, phonemic awareness, and word analysis. Students are exposed to a variety of genres. Students in kindergarten through second grade participate in whole group shared reading and small group guided reading. Teachers combine formal assessments, such as running records and benchmark measures, with informal assessments, such as anecdotal records, to drive instruction. In grades three through five, students participate in in-depth literature circle studies which allow them to interact with text while making real world connections. At the intermediate and middle school levels, language arts instruction consists of a fusion of the basal reader and high interest novels which promote critical thinking through literary analysis. This approach allows Saint Andrew students to become critical thinkers and analytical readers.

Writing workshop is an essential component of language arts instruction. Students utilize the Six Traits writing process and refer to this procedure when writing. Supplemental help is available to all students who are performing below or above grade level. In the primary grades, teachers use formative assessments and flexible grouping to remediate or expand the curriculum for students ready for a more significant challenge. The Reading Specialist, Resource Teacher, and Excel Coordinator collaborate and co-teach with classroom teachers to ensure that students' needs are being met. Saint Andrew utilizes an inclusive approach for struggling readers to supplement their general education curriculum with developmentally appropriate materials. Each student is challenged at an individual level since all instruction is differentiated, but students in grades three through eight who perform at or above the 90th percentile are invited to participate in our Excel program. This program, in its seventh year, addresses the unique needs of high ability learners.

Saint Andrew students are immersed in reading and writing instruction throughout their entire schooling experience. Through a combination of whole class, small group, and individualized attention and assessment, students are exposed to quality literature and best practice instruction. This not only helps students acquire foundational reading skills, but molds students into lifelong readers and learners.

3. Mathematics:

Students at Saint Andrew are taught a solid mathematics base in which skills and content knowledge are the foundation. The strong mathematical foundation is the building block for critical thinking and problem solving that students will use in everyday life.

Our early childhood math program is built around number sense. Teachers utilize hands on manipulatives and put this number sense in all curricular areas. Student's minds are mathematically challenged in all aspects of their day. Students learn by doing, moving, touching, tasting, feeling, and seeing. They learn by asking questions. Students make connections and see mathematical relationships throughout their environment.

Students in our primary and intermediate grades use the *Envision* Math Program. This program encourages exploration and observation to construct mathematical ideas. Different learning styles are recognized through a multi-sensory approach. Visual, audio and tactile learning is encouraged in the online component. All classes begin with a problem of the day and end with a "quick check" to assess the lesson's mastery. Students are able to use classroom and virtual manipulatives to aide their learning. Students are put into grade-level and Excel math classes to find a pace that is appropriate for that child. These groups are flexible and change based on student need. The resource teacher also spends time with students who are lacking fundamental skills. Teachers use leveled nightly homework to re-teach and enrich students at their level. As core concepts such as place value, number operations and fractions and decimals are mastered students apply these concepts in everyday problem solving.

To ensure consistency in Saint Andrew mathematics our middle school uses the *Prentice Hall* Math Program. This program is designed to transition students from *Envision* to a more advanced program. Students at this level have a solid foundation in fundamental skills and transfer their skills from the concrete to the abstract. Students use technology in their mathematic classes. Computers are used as virtual manipulatives and provide access to math applications. Programs such as the *Stock Market Game* and *Mathletics* are utilized. Teachers use assessments to pace students appropriately. Excel classes and grade level classes allow for differentiated instruction. Any student lacking fundamental skills at this level are pulled out by the resource teacher for remediation. Many students in the eighth grade have acquired the necessary skills and understanding to begin Algebra before leaving Saint Andrew.

Saint Andrew has enhanced its math program by adding minutes, as well as a part-time teacher devoted to ensure consistence throughout all grades and types of learners. Students at Saint Andrew have a solid foundation in math and learn to reason, connect ideas and think logically.

4. Additional Curriculum Area:

Saint Andrew believes that health and fitness education are essential components to a well rounded education. We embrace the whole child which includes the mental and physical wellbeing of each student. Health and fitness are not isolated topics that are solely addressed in physical education. Movement and a focus on healthy eating are found throughout the grade levels and content areas. We employ a full-time nurse who is available to students. Prior to the start of each school year, many of our teachers are certified in CPR and trained by an allergist. Teachers frequently use brain breaks or yoga breaks during transitions throughout the day.

Students have continued exposure to the values of a healthy lifestyle multiple times during each day. Nutritional breaks are built into the day for healthy snacks and water. Gross motor skills and outside play time are integrated into the preschool curriculum. All students in kindergarten through eighth grade have recess for twenty minutes each day. During inclement weather, students are given indoor recess in the gym. Our school hot lunch menu has been revamped to address the current nutritional needs of our students.

All students have physical education for two forty-five minute classes per week at Saint Andrew. This exceeds the recommended number of physical education minutes by the Archdiocese of Chicago. The physical education program at Saint Andrew School is designed to promote the knowledge and skills necessary for a student to participate in a variety of physical activities and sports throughout their lives. A strong emphasis on the importance of recognizing and respecting others physical capabilities in athletic settings are also practiced. Saint Andrew follows a curriculum designed to promote an active lifestyle with a lifelong commitment to physical well-being, health, and fitness.

A healthy mind and body are ever present topics of instruction inside and outside of the classroom. Our families have made a continued effort to support this lifestyle. Each fall, Saint Andrew hosts a 5k race through Lincoln Park. We also sponsor a health and fitness week each September. Nutritional guidelines and recommendations are addressed in life science classes while speakers come in to address the importance of maintaining a healthy lifestyle. We remain steadfast in our commitment to continually educate the whole child, mind and body alike.

5. Instructional Methods:

Best practice and research driven methods are visible in every classroom at Saint Andrew School. Differentiation and individualized goals for each student lie at the heart of our instruction. We utilize the backward design model to envision, devise, and execute an outcome that has real world connections for all instructional objectives. Authentic assessment drives decision making. Teachers use pre-assessments, universal screenings, formal, and informal evaluations of students to differentiate materials, instructional processes, and the content of the curriculum. Programs are child-centered and adapted each year to meet the individual needs of each unique learner. The student: teacher ratio of 20:1 makes constant observation and monitoring of student growth a natural process.

Students at Saint Andrew are always given clear expectations through continued modeling of expected results. Teachers vary lessons by integrating technology, primary sources, and community involvement with real world experiences. Our teachers scaffold higher level thinking through individual inquiry and cooperative learning. Students of diverse learning styles are all invited to participate and discover through multiple modalities of instruction and assessment. Students are given opportunities to demonstrate their mastery of a concept in a way most meaningful to them. For example, all students are given a problem of the day in math class. They are encouraged to journal, explore, and invent new solutions. Students and teachers are collaborators in learning when problem solving and thinking analytically. This partnership is constructed so that students can reach their maximum potential and individual success.

Saint Andrew students are prepared to be active citizens of the twenty-first century. Technology is ever present in the classrooms. We teach digital citizenship and responsibility. Students are able to search, evaluate, collaborate, and organize information to be used in core subjects. Technology is also used to modify and supplement the general curriculum to ensure the highest level of student achievement. The Reading Specialist and Resource Teacher collaborate and co-teach with the general education teachers to ensure that students with diagnosed, as well as undiagnosed, challenges have full access to the curriculum. IA Homework Center is available to school students after school. Students use this time to collaborate and seek additional assistance. The Excel program addresses the needs of high ability learners. The instructional methods at Saint Andrew prepare all students to think critically, collaborate, and actively participate in an ever changing and challenging world.

6. Professional Development:

Lifelong learning is evident and valued at Saint Andrew. Teachers participate in yearly staff development to support student learning and academic achievement. The school relies on professionals, experts on staff and teacher interests to drive our staff development. Staff development is continuous and on-going, involving follow up and support for further learning.

In order to achieve our mission we must support the learning needs of teachers by providing opportunities for the acquisition of new knowledge, skills and expanding roles in the classroom. At Saint Andrew we have committed time each week for a Professional Learning Community so that teachers can collaborate, learn, mentor and support each other. Teachers hold weekly team meetings, actively participate in curriculum mapping and are members of various committees. Our Student Improvement Committee meets twice a month to discuss students who might need modifications to remediate or accelerate learning. The Excel Coordinator and Learning Resource Coordinator are active members on this team. Our staff has also developed a partnership with the Belle Center of Chicago. Staff from the Belle center support Saint Andrew teachers and collaborate with them about the best classroom practices to ensure student success.

Saint Andrew teachers are in the third year of mapping curriculum. Title monies have been dedicated to this for the past three years. We have worked closely with a consultant of the Archdiocese of Chicago to train our teachers to be successful in this process. Various teachers have also attended the National Curriculum Institute conference on curriculum mapping. In 2010, Dr. Kato, from the University of Illinois' Writing Program supported the staff in the writing process and helped teachers align the writing curriculum. Two of our middle school language arts teachers spent three weeks at the Chicago Area Writing Project training. This has led to positive changes in our middle school writing program. Teachers at Saint Andrew have had extensive training in Differentiated Instruction. Strategic Learning Initiatives spent two years training and coaching the staff. DePaul University has been vital in offering group and individual professional development for Saint Andrew. Our latest initiative is training in the new Common Core Standards.

Teachers are encouraged to follow their interests and attend regional and national conferences. Teachers are encouraged to share any new learning with colleagues. Resources to update growth and development are available to support these interests. Half of our current staff have master's degrees or are working towards this goal. The teaching staff at Saint Andrew is working toward receiving training toward the four pillars of our faith. We have completed three of the four pillars as a staff. This is a full day of in-service training for completion of each pillar.

7. School Leadership:

The leadership philosophy at Saint Andrew is one based on collaboration and collegiality. The focus of the leadership is the academic success of every student. The Principal and Assistant Principal influence student achievement and teacher effectiveness by advocating, encouraging, and supporting an effective, rigorous instructional program. The principal promotes instructional improvement through ongoing informal and formal conversations and observations. Unit and staff meetings are designed to provide specific communication while addressing methods to improve student learning and operational strategies. Communication and collaboration with the administrative team and grade level units cultivate success within the school community.

The administrative team consists of the Principal, Assistant Principal, Curriculum Coordinator, Excel Program Coordinator, and Learning Resource Coordinator. This leadership team meets weekly to review the application of best practices in each classroom and evaluate and support collaboration among teachers. Organizing and scheduling in-services, reviewing and setting agendas for faculty meetings, and planning for parent conferences are completed at this meeting. A student intervention team composed of administrators and interdisciplinary classroom teachers meets biweekly to discuss specific students. A plan is developed to improve achievement and performance. A curriculum committee composed of teachers from all units meets regularly to review and enhance current curriculum.

The community is involved in the leadership and decision making at Saint Andrew as well. School, parish, and community leaders compose the school board which meets monthly. A middle school advisory council has been formed as a result of the unique needs and challenges of this population. Student council plays an active role as leaders in the school and often meets with the Principal.

The Principal views his role as the instructional and spiritual leader by sharing a vision that incorporates our Spirit- Study- Service values with teachers, parents, and community.

PART VI - PRIVATE SCHOOL ADDENDUM

1. Private school association: Catholic

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

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

K	1st	2nd	3rd	4th	5th
<u>\$6540</u>	<u>\$6540</u>	<u>\$6540</u>	<u>\$6540</u>	<u>\$6540</u>	<u>\$6540</u>
6th	7th	8th	9th	10th	11th
<u>\$6540</u>	<u>\$6540</u>	<u>\$6540</u>	<u>\$</u>	<u>\$</u>	<u>\$</u>
12th	Other				
<u>\$</u>	<u>\$</u>				

4. What is the educational cost per student? (School budget divided by enrollment) \$5116

5. What is the average financial aid per student? \$2833

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

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 22%

PART VII - ASSESSMENT RESULTS

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: Terra Nova 3/ Terra Nova 2

Edition/Publication Year: 2007/2000 Publisher: CTB McGraw-Hill Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	90	90	86	83	83
Number of students tested	36	26	33	26	34
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

13PV93

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: Terra Nova 3/ Terra Nova 2

Edition/Publication Year: 2007/2000 Publisher: CTB McGraw-Hill Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	86	87	85	82	83
Number of students tested	36	26	33	26	34
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

13PV93

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: Terra Nova 3/ Terra Nova 2

Edition/Publication Year: 2007/2000 Publisher: CTB McGraw-Hill Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	89	84	90	87	83
Number of students tested	27	31	22	32	33
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

13PV93

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: Terra Nova 3/ Terra Nova 2

Edition/Publication Year: 2007/2000 Publisher: CTB McGraw-Hill Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	87	84	87	86	82
Number of students tested	27	31	22	32	33
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

13PV93

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: Terra Nova 3/ Terra Nova 2

Edition/Publication Year: 2007/2000 Publisher: CTB McGraw-Hill Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	85	87	85	79	80
Number of students tested	34	21	28	33	22
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

13PV93

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: Terra Nova 3/ Terra Nova 2

Edition/Publication Year: 2007/2000 Publisher: CTB McGraw-Hill Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	83	89	87	71	75
Number of students tested	34	21	28	33	22
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

13PV93

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 6

Test: Terra Nova 3/ Terra Nova 2

Edition/Publication Year: 2007/2000 Publisher: CTB McGraw-Hill Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	81	80	80	66	81
Number of students tested	29	29	29	20	32
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

13PV93

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 6

Test: Terra Nova 3/ Terra Nova 2

Edition/Publication Year: 2007/2000 Publisher: CTB McGraw-Hill Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	86	86	78	73	74
Number of students tested	29	29	29	20	32
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

13PV93

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 7

Test: Terra Nova 3/ Terra Nova 2

Edition/Publication Year: 2007/2000 Publisher: CTB McGraw-Hill Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	91	87	79	74	75
Number of students tested	32	29	15	36	30
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

13PV93

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 7

Test: Terra Nova 3/ Terra Nova 2

Edition/Publication Year: 2007/2000 Publisher: CTB McGraw-Hill Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	82	83	71	78	72
Number of students tested	32	29	15	36	30
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

13PV93