

U.S. Department of Education
2014 National Blue Ribbon Schools Program

[] Public or [X] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Ms. Margaret Hayes

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name St. Cletus Elementary School

(As it should appear in the official records)

School Mailing Address 700 W 55th Street

(If address is P.O. Box, also include street address.)

City La Grange State IL Zip Code+4 (9 digits total) 60525-6612

County Cook State School Code Number* 06-016-528X-10

Telephone 708-352-4820 Fax 708-352-0788

Web site/URL http://www.stcletusschool.com E-mail llewandowski@stcletusparish.com

Twitter Handle www.twitter.com/sctechnology Facebook Page www.fb.com/stcletusschool Google+ N/A

YouTube/URL www.youtube.com/stcletusparish Blog www.stcletusparish.com/news/ Other Social Media Link N/A

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent* Sister Mary Paul McCaughey

(Specify: Ms., Miss, Mrs., Dr., Mr.,

E-mail: mmccaughey@archchicago.org

Other)

District Name Archdiocese of Chicago Tel. 312-534-5212

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. Mike Pusatera

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) 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 a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) 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, a public school must meet the state’s AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any 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.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
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 (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- Elementary schools (includes K-8)
 - Middle/Junior high schools
 - High schools
 - K-12 schools
- TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 1 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	28	28	56
K	6	23	29
1	17	16	33
2	17	23	40
3	21	18	39
4	20	32	52
5	21	19	40
6	25	20	45
7	21	24	45
8	22	11	33
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	198	214	412

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 1 % Asian
 - 1 % Black or African American
 - 13 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 83 % White
 - 2 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report 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.)

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 9%

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	10
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	29
(3) Total of all transferred students [sum of rows (1) and (2)]	39
(4) Total number of students in the school as of October 1	412
(5) Total transferred students in row (3) divided by total students in row (4)	0.095
(6) Amount in row (5) multiplied by 100	9

7. English Language Learners (ELL) in the school: 0 %
0 Total number ELL
 Number of non-English languages represented: 0
 Specify non-English languages: N/A
8. Students eligible for free/reduced-priced meals: 0 %
 Total number students who qualify: 0

If this method is not 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.

N/A

9. Students receiving special education services: 3 %
13 Total number of students served

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>1</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>0</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>10</u> Specific Learning Disability |
| <u>3</u> Emotional Disturbance | <u>13</u> Speech or Language Impairment |
| <u>2</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>3</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>0</u> Developmentally Delayed |

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers	20
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	8
Paraprofessionals	2
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	0

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 21:1

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

Required Information	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	96%	97%	96%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

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

Yes No X

If yes, select the year in which your school received the award.

PART III – SUMMARY

Saint Cletus Elementary School in La Grange, Illinois is a preschool through eighth grade school serving 412 students. Ninety-seven percent of students are Catholic and come from twelve zip codes. There are no families that qualify for free and reduced lunch. Saint Cletus' community can be described as middle class working families, predominately Caucasian. Local resources in the area include police and fire departments, a public library, and several public and private high schools.

The core mission of Saint Cletus focuses on faith, family, and future. The school community strives to strengthen and deepen the Catholic formation of students in an environment of academic excellence while respecting individuality and nurturing self-worth. Students are offered an integrated curriculum, motivating them to understand the connection between the classroom and their personal call to faith and service. Drawing together parents, teachers, and the community summarizes the mission and spirit.

The school was founded in 1953 and has seen an evolution in facilities and programs. Two new wings and a gym were added. The preschool program began in 1989 and expanded to a full day program in 2008. The computer lab, library, music, and band rooms were renovated in 2001. The office and second level were renovated in 2010. First through fifth grades were renovated in 2013. A capital campaign to build a new gym and meeting rooms is also in place.

Technology plays an important role in the school's curriculum and is widely available. In addition to a technology learning center lab, every kindergarten through eighth grade classroom has a SMART Board and multimedia equipment, with the goal to add SMART Boards to preschool and Spanish classrooms. Other recent upgrades include class sets of iPads and laptops, with enhancements to infrastructure to support future mobility and growth.

Community, worship, and service represent the Catholic identity. Academic excellence is fostered. Saint Cletus staff differentiates instruction and aligns the curriculum to the standards. In addition, recent initiatives for academic improvement include Common Core alignment and bridging the gap between grade levels. A challenging curriculum fosters respect for students' talents and corresponds with the school's mission. The faculty is focused on forming critical thinking, building lifelong learners, integrating technology, and teaching higher level thinking skills to enhance student performance. Students learn through hands-on discovery in computer and science labs. Spanish, religion, music, art, and physical education programs are also offered from preschool through eighth grade.

Students in preschool through fifth grade are provided with literature-based language programs with a strong emphasis on phonics and leveled instruction. Writing instruction includes sight words, sentence structure, basic punctuation, and creative writing skills. Math classes involve hands-on and problem solving activities. Social studies focuses on history and geography; computers in the classroom allow for reinforcement and creative activities, and field trips are provided to enhance academic growth. The science curriculum is inquiry based.

Saint Cletus middle school students are departmentalized for science, math, language arts and reading, religion, computer lab, social studies, art, and Spanish. The accelerated math curriculum for advanced students allows eighth grade students to begin high school in sophomore-level math classes. Students develop analytical and presentation skills by participating in a consumer fair, history fair, and science fair as well as area academic competitions in math, science, and speech. Students explore human growth and development topics in the Family Life program.

The faculty regularly participates in continuing education and professional growth programs. Teachers nurture every student, building confidence and self-image. Students develop a strong sense of who God intended them to be. Enrichment activities include band, scouts, Junior Great Books, mathletes, peer mediation, speech team, science sleuths, chess club, student council, yearbook, and many other leadership opportunities. Athletic activities offered are football, basketball, cross-country, volleyball, soccer, cheerleading, and track and field. Before and after-care programs, including homework help and academic

enrichment, are offered daily. Students with special gifts and needs are provided support by math and reading resource teachers. School District 105 provides speech/language services to eligible students. Teachers are available both before and after school for the strengthening of academic skills. Every grade participates in service projects benefiting the Saint Cletus and local community. The community is invited to Saint Cletus through school and student-organized events including liturgies, school music events and programs, the middle school musical, parent volunteers for lunch, and other classroom activities.

Saint Cletus' standardized test scores on the TerraNova reveal continued growth each year. The total composite seventh grade score in 2013 increased six points from the sixth grade in 2012. The eighth grade composite EXPLORE test score has grown steadily since 2010. One hundred percent of eighth grade students are accepted to their first choice high school and many are enrolled in honors classes. Other achievements include yearly success at band and speech competitions as well as math and academic bowls.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

a)As mandated by the Archdiocese of Chicago Office of Catholic Schools, Saint Cletus administers the TerraNova, Third Edition, with InView, Multiple Assessments to students in third, fifth, and seventh grades annually.Saint Cletus chooses to also test fourth and sixth grades yearly. The current TerraNova, Third Edition, measures important higher order thinking skills as well as basic and applied skills.This assessment was given to students in third through seventh grade in March 2013.The TerraNova results indicate student performance and mastery of specific content objectives.National Percentile (NP) scores for the reading assessment ranged from 82-86 (Blue Ribbon School percentile range 65-71). The NP scores for math ranged from 79-90 (Blue Ribbon School percentile range 67-70).The national mean for the TerraNova assessment has been determined at the 50th percentile; meaning that 50% of students tested nationally will score above the 50th percentile and 50% will score below. In 2013 the percentage of Saint Cletus students scoring above the national norm in reading is as follows: 86.6% in third grade, 92.6% in fourth grade, 95.5% in fifth grade, 95.8% in sixth grade and 100% in seventh grade. The math scores also support a similar level of success as shown here: 92.3% in third grade, 100% in fourth grade, 86.3% in fifth grade, 93.8% in sixth grade and 100% in seventh grade.Individual student scores from the 76th-89th national percentile are considered above average, while students scoring at or above the 90th percentile are considered well above average.It is notable that the TerraNova NP scores for the last five years in reading and math for all grades tested have exceeded the cut-off scores established as the Blue Ribbon School criteria.

b)The TerraNova results are used to recognize current student performance and mastery of specific content objectives.The scores help Saint Cletus focus on curricular strengths and areas for growth at each grade level.Faculty and administration work together to analyze the test scores and make the changes necessary to sustain and increase the scores each year.School-wide initiatives, as well as classroom and personnel changes, have contributed to these outstanding scores.

Saint Cletus School's total battery scores for students in third through seventh grade were reported in the top quartile for the last five years, and are considered above average or well-above average at Saint Cletus.The school has consistently exceeded the Blue Ribbon cut-off scores for reading and math the past five years.

There are some performance trends that should be mentioned.Students score well-above the national average in every subject and every grade.Fourth grade scored higher in every area tested in 2013 than in any of the past four years.In social studies the average Saint Cletus student scored better than 90% of students across the country.Math continues to be a strength at Saint Cletus as fourth through eighth grade posted scores better than any of the last four years, with the average seventh grader performing better than 90% of students across the country.In 2013, the seventh grade class performed 14 points better in math than they did as sixth graders in 2012.

The additions of the Simple Solutions math program and math resource teacher have greatly contributed to increased math scores.Teachers also provide study sessions in fifth through eighth grade before and after school. A change in textbook, the implementation of an accelerated math curriculum, and the partnership with local high schools have contributed to the tremendous improvement in Saint Cletus' math scores in seventh grade.The increased availability of technology and training has also been an effective tool in enhancing Saint Cletus' math curriculum and improving math scores.

Saint Cletus' reading scores have improved in most grades.Scores have remained above average to well-above average with some significant gains in third grade and seventh grade.The factors that contribute to higher scores include explicit instruction of deeper comprehension strategies, literature circles, and authentic literature featuring informational text and nonfiction material.Collaboration between home and school has supported positive reading test scores.An increase in the amount of time that is available to students with the reading resource teacher has also positively contributed to consistent reading scores.Differentiating instruction to meet children's needs, offering professional development to help teachers improve instruction, aligning to the Common Core Standards, and upgrading the school's digital media have increased levels of

student comprehension. Saint Cletus has added Junior Great Books and Battle of the Books to its already rigorous reading curriculum. The additions of SMART Boards in every classroom, iPad carts, and laptop carts have also positively impacted the already above average scores.

Class performance on standardized tests and AIMSweb screening is above national norms. There are, however, some students who do not meet national norms. Teachers interpret the data and work together to provide appropriate interventions to target individual student needs. These interventions may include additional instruction from aides, resource teachers, and classroom teachers. Student progress is monitored to ensure that the additional instruction is helping to close any academic gaps.

2. Using Assessment Results:

In addition to the TerraNova test results, the faculty gathers data from the AIMSweb universal screening assessments. Saint Cletus monitors the students' progress in early literacy skills, oral reading fluency, math concepts and applications, and math computation, comparing results to national norms three times per year. The faculty is able to use this data to make curriculum decisions as well as identify students needing interventions.

Standardized test scores, AIMSweb data, and classroom assessments provide a comprehensive portrait of student achievement at Saint Cletus. The faculty meets regularly to analyze and discuss student performance and methods to ensure that all students are meeting their individual potential. Additionally, an administrator and at least one faculty member attend a yearly data camp provided by TerraNova personnel for the purpose of understanding how to use the test scores to improve curriculum. This information is then shared with the faculty to make modifications to the curriculum as necessary.

Over the last five years this type of monitoring and collaboration has helped the faculty to adopt new programs to assist the students. In addition to the regular curriculum, the school has added the Simple Solutions math series in first through sixth grades. The Michael Heggerty Phonemic Awareness program was adopted by kindergarten through second grade teachers to improve early literacy skills. Professional development ensured the program components were presented with fidelity. Students visit the science lab weekly to apply concepts presented from the science text to enhance learning through hands-on experiments.

The faculty and staff work together to offer the students small group or individualized attention to support positive learning outcomes. Instructional aides work with the younger students daily to review material or offer enrichment activities as needed to meet student abilities. Two resource teachers provide small group instruction in reading and math. Children work in resource groups outside of the regular classroom throughout the week to improve skills necessary for success within the classroom. The resource teachers send home progress reports to inform parents of student performance. Classroom teachers offer before and after school study sessions to allow students more instructional time. Eighth grade students are also given assistance after school to help develop time management skills one day per week. The administration carefully selects faculty members who are dedicated to carrying out the mission of Saint Cletus School and work as a team for the betterment of all.

The increased availability of technology has been beneficial in improving student performance. Power Point presentations can be reviewed by students who are unclear on a concept or may have been absent for a lesson. SMART Boards allow the students to manipulate models to see how things work and not just read about concepts. The students are able to create their own digital models and present information to classmates. This type of assessment gives the teacher a clear understanding of what the students have mastered. The school has a cart of iPads that support learning at every grade level.

3. Sharing Lessons Learned:

Through a youth initiative, the school meets with several local schools to share leadership ideas and attend peer mediation groups with adult leaders and students to compare and implement strategies learned. Programs implemented as a result of these initiatives, with the help of a local community foundation, are Peaceful Playground and the Second Step Program, which promote good social skills for a cooperative

learning environment.

Saint Cletus developed an economics unit that was shared with Econ Illinois. As a result, the school received a grant to implement learning strategies. This unit was also shared with others through Econ Illinois.

The science program has been greatly enhanced through the partnership between the school and community. Science teachers have had the opportunity to share their expertise by presenting at the Professional Development Center, which provides professional growth opportunities for area teachers. Additionally, each year the school hosts a science fair where local professionals involved in the sciences are invited to judge student projects.

The technology department collaborated with a local high school for a technology integration day. Saint Cletus staff presented a workshop demonstrating strategies on bringing your own device to school. The technology department has also presented at Best Practices in Technology Conference in Chicago for elementary schools and high schools, sharing SMART Board integration, iPad use in the classroom, and technology learning center curriculum.

The school has hosted student teachers from local universities, sharing teaching techniques, and working closely with the university representatives for worthwhile teaching experiences. College students complete clinical observation hours with faculty across grade levels.

Saint Cletus partners with local schools to share knowledge and resources across the curriculum through professional growth opportunities. Administrators meet seven to eight times a year with several local schools to collaborate about successful teaching strategies, integration of technology into the curriculum, and best textbook selections.

Middle school teachers meet quarterly with local high school teachers in the areas of math and language arts to strategize, share, and better prepare students for a solid high school experience.

4. Engaging Families and Community:

Saint Cletus is proud of the many ways the school works with families and community members. There is a strong grade level service program. Grades collaborate with various organizations including the Ronald McDonald House, Feed My Starving Children, and Share Your Soles. Food is collected and distributed monthly to the parish food pantry. Students visit, sing, and complete a craft project with the residents of the Bethlehem Woods Retirement Center. Other grade levels participate in Trick-or-Treat for UNICEF and prepare and organize food baskets for the local community in need at Christmas time.

Saint Cletus utilizes the help of the local public library for Battle of the Books presentations. The La Grange Public Library helps pick the books, write the questions, and run the competitions. The library also visits the school to promote their summer reading program. Students participate each year and compete against local schools. An adult librarian presents a lesson on how to use their databases to help students with their history and science fair project research.

The La Grange Police Department provides an officer to meet with fifth grade students to teach the D.A.R.E. program (Drug Abuse Resistance Education). It culminates in a presentation to school families, and each participant receives a certificate of completion from the police officer.

Saint Cletus has a yearly health fair with over 20 presenters. The school partners with Lewis University's Nursing Program to help organize and run the fair with the Saint Cletus School's volunteer nurse. Local doctors, dentists, police, fire fighters, parishioners, and other community members run various stations that address health and safety issues for students. The volunteer student nurses complete weight and height information and blood pressure checks yearly.

Parents are invited, as well as local senior citizens and community professionals, to come and share their expertise with students. Through their involvement, students learn to make rosaries, receive one-to-one or

small group academic support, learn about fire safety, and participate in the Junior Great Books Program. Parents also organize the award-winning speech team, help with the annual musical, and coordinate the mystery reader presentations.

Students along with local community members organize and participate in the Erin Potts Volleyball Tournament to raise money for cancer research. Through camaraderie and service, students learn the value of helping, organizing, and working with others for a common goal.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

The curriculum of Saint Cletus has been developed to help students acquire the skills necessary for lifelong learning, in order for their potential to be developed and their individuality recognized. It meets the requirements set forth by both the State of Illinois and the Archdiocese of Chicago's Office of Catholic Education and is aligned with the Common Core State Standards in language arts and math. The benchmarks set forth are the expected norm for each child. The school recognizes the diverse talents and individual learning styles within each child. A well-rounded grade level curriculum exists specifically for this goal. Classrooms are equipped with SMART Boards, computers, projectors, speakers, and document cameras. Mobile technology tools such as netbooks, laptops, and iPads are also available. A resource program is integrated to address individual needs. Additionally, there is a wide variety of opportunities offered to develop social and leadership skills beyond the classroom.

The academic program includes preschool through eighth grade. The curriculum within each level incorporates content and activities that are developmentally appropriate and includes language arts, mathematics, social studies, and science. Other areas of learning beyond the core areas include art, library, music, physical education, religion, Spanish, and technology. Instruction is modified and differentiated based on student needs.

The language arts curriculum is aligned with the Common Core State Standards to develop and integrate listening, speaking, reading, and writing through a variety of thinking skills and communication techniques. Grade appropriate instructional strategies are employed to ensure the continual development of grammar, spelling, phonics, reading, usage, and mechanics required in conventional English.

The math program is based on the Common Core State Standards. There is an increased use of math manipulatives and technology through the use of SMART Boards, calculators, and computers. The accelerated math curriculum offered in seventh and eighth grades allows many students the opportunity to start high school in advanced math classes.

Science instruction begins in preschool and is developed through the primary grades. The third through fifth grade programs include an overview of life, physical, and earth sciences. The sixth grade focuses on earth science and astronomy, the seventh grade focuses on life science, and eighth grade focuses on chemistry. The school maintains a hands-on science lab facilitated by a certified teacher available to all grades. Students are involved in science fairs.

Social studies instruction begins in preschool and continues through eighth grade. The students study United States history, European history, world history, and geography. Citizenship, social justice, and current events are incorporated. Students in seventh grade participate yearly in the National History Fair.

All students participate in art classes. The curriculum consists of art history, studying various artists and their styles, as well as allowing for each student's creativity using different types of medium. The music curriculum exposes students to theory, history, styles, and elements of music. Musical productions include a Christmas program featuring first through fourth grade students, a fifth grade variety show, and a musical production highlighting the talents of all sixth through eighth grade students. Instrumental music and band participation is offered to fourth through eighth grade students, and students are invited to participate in a children's choir.

Physical education begins with the very young child learning how to move. Broad movement experiences include games of low organization. Specialized sport skills, concepts, positions, and organized play make up the program for the upper grades. Athletic opportunities for any interested student include soccer, cheerleading, cross-country, football, basketball, track and field, and volleyball.

Saint Cletus is in compliance with the program's foreign language requirements. One hundred percent of

students in seventh and eighth grades participate in a foreign language. Students attend Spanish classes two periods weekly; each class is forty-five minutes in duration. The Spanish program focuses on communication and is offered weekly to students from preschool through third grade and bi-weekly to students in fourth through eighth grades. The program introduces students to the language and cultures.

All students receive formal classes in technology education. These classes incorporate computer skills including an introduction to software that supports grade level curriculum, keyboarding, data and word processing, presentation skills, and cyber safety. Students use collaborative tools, such as blogs, social media, and document sharing.

2. Reading/English:

Saint Cletus uses a balanced literacy program to instruct students in reading. This program was chosen to teach the whole child, while still meeting the individual needs of all students. This comprehensive program works well at Saint Cletus to meet the diverse abilities of students. By having a balanced reading curriculum, Saint Cletus has a learning environment that exceeds the norm.

A balanced literacy program encompasses a wide range of reading strategies across the levels of learning. These strategies reach deep into the learning styles of all students. This approach was chosen to best meet the needs of students to promote the highest levels of learning.

Throughout the classrooms in grades kindergarten through eighth grade, pre-assessments are completed to determine the current needs of students. Based on the assessments, there are many different methods used to meet the needs of students. Pictures, picture books, and KWL charts are examples of the early building blocks that spark the informative and imaginative learning process. Students progress through non-fiction and fictional materials using listening and speaking, as well as reading and writing to increase fluency and voice.

Basal readers as well as supplemental literature books and programs that lend themselves to independent progress and success are the foundation of the reading curriculum. Students are introduced to computer programs such as Kidspiration and Raz-Kids, blogs, podcasts, interviews, journal entries, and video interviews and allow for reading skills to be practiced and refined.

Teachers work to meet the needs of all students. The faculty meets weekly to discuss best practices to achieve and exceed the goals of the Common Core State Standards. On-going assessments are used to determine the mastery of concepts to meet the needs of students. AIMSweb testing is done three times a year to assess progress based on the national norms in literacy and oral reading skills. Teachers complete daily assessments of students through verbal questioning, paired observation, small group work, large group participation, and written work. Saint Cletus teachers strive to best meet the needs of students based on ability and adjust teaching methods using observations and assessments.

The needs of the whole child are met through a balanced literacy program. By differentiating teaching methods, students meet their highest potential.

3. Mathematics:

The math program is based on the Common Core Standards. Students have a solid foundation in math and learn to reason, connect ideas, and think logically. The use of math manipulatives and technology including SMART Boards, graphing calculators, iPads, and laptop computers help reinforce concepts. Some Singapore Math strategies are taught as the focus of mathematical learning for problem solving. These various strategies and instructional methods are used at Saint Cletus because they meet the needs of the 21st century learners.

The AIMSweb math computation assessment is administered three times a year to first through eighth grade students. This measure, along with the annual TerraNova test is used for decisions regarding the grouping and differentiation of both low and high achieving students. Resource teachers work collaboratively with classroom teachers to address the needs of at-risk students. In addition to classroom instruction, before and

after school tutoring is available at no extra cost.

The preschool through fifth grade math curriculum develops an understanding of concepts such as number sense, one-to-one correspondence, patterns, sorting, and computation. The curriculum continues with an increased focus on developing number facts, basic operations, and reasoning, which must be understood in order to progress successfully through mathematics. The instructional methods implemented to allow students to master these concepts include cooperative learning centers, hands-on manipulatives, and SMART Board lessons. The Simple Solutions program was adopted to supplement the existing first through sixth grades math curriculum to improve long-term retention of math concepts.

Middle school content includes topics such as numbers and operations, algebra, geometry, measurement, data, analysis, and probability. Mathematics skills encompass the application of content, as well as an understanding of mathematical concepts and procedures. These include problem solving, reasoning and proof, making connections, oral and written communication, and use of mathematical representation. At the seventh and eighth grade levels, students are grouped by ability. The eighth grade accelerated program offers Algebra I, which is aligned and assessed in correlation with the local high school. The challenging program allows for successful eighth grade students to start high school in sophomore-level math classes. Students also have opportunities to participate in extra-curricular math activities including the Stock Market Game and are ranked high in math competitions at local high schools among their peers.

4. Additional Curriculum Area:

The visual and performing arts thrive at Saint Cletus School. They are an integral part of the curriculum for preschool through eighth grade. All students receive instruction in both art and music. In addition, students can participate in the band, speech, or choir programs as an extracurricular activity.

The art program includes art history but the emphasis is on fostering the students' creativity by engaging them in everything from drawing, painting and sketching to sculpture, graphic design and photography. Student work is displayed throughout the building. Teachers are encouraged to foster this creativity in the regular classroom to add another dimension to the lessons. Art education does not just happen in the art room with one teacher. It is happening throughout the building and across grade levels.

Early childhood and primary grades integrate the art concepts into their everyday subjects reinforcing the skills of coloring, cutting and drawing. In fourth through eighth grades, teachers incorporate projects into the curriculum that require students to use the skills taught in art class to enhance their classroom work. These skills can include graphic design, drawing, and photography.

The visual and performing arts at Saint Cletus serve to enhance the students' critical thinking skills and ability to make judgments, as well as extending the students' experiences outside the classroom. Students transfer concepts learned in these arts classes to their regular academic classes. The graphing, measuring, and counting that occurs in the art and music classes help strengthen those skills in math class. The confidence that the students gain by performing or having their work displayed only serves to add to their confidence when performing on tests or in class.

The performing arts touch all aspects of the school and all grade levels. Music classes in preschool through eighth grade expose students to theory, history, and elements and styles of music. In addition, the students are taught how to sing and how to play basic instruments. The music curriculum includes student involvement in numerous presentations throughout the school year. All grade levels are given opportunities to sing at school masses and to perform for the school community.

Preschool and kindergarten perform at various times during the school year. Performances include a first through fourth grade Christmas program, a fifth grade variety show, and a middle school musical production that includes dialogue, singing, and dancing. These are only a few of the ways the performing arts are celebrated at Saint Cletus. Other activities include presentations at nursing homes and church, for various holiday celebrations, and with parish senior citizens.

In addition to curricular work in the arts, Saint Cletus also offers extra-curricular activities in choir, instrumental music, and speech. The Saint Cletus band is comprised of three groups that perform at school and in the community. The cadet, concert, and jazz bands are open to all students in fourth through eighth grades. Many students take these skills to high school and beyond, earning scholarships for music and marching band. There are three choirs students can join that participate regularly at church as well as at community events. Finally, we have an award-winning speech team that consists of sixth, seventh, and eighth grade students. These students perform many different types of speeches at a local high school competition. Saint Cletus has taken first place the last two years. The visual and performing arts at Saint Cletus help achieve the school's goal to educate the whole child, to respect individuality, and nurture self-worth creating positive leaders in the world.

5. Instructional Methods:

The faculty of Saint Cletus strives to meet the needs of all learners. Significant student subgroups are limited; however, all grade levels have students with varying academic strengths and weaknesses. The school provides resource support to supplement the classroom reading and mathematics curriculum. Reading resource classes focus on increasing early literacy skills, reading fluency, comprehension, and written expression. The math resource classes offer additional computation practice to individual small groups. The faculty uses AIMSweb data gathered three times per year and classroom performance to identify students for these interventions.

In the primary grades, teachers use reading and math centers to target the needs of students at all learning levels. Instructional aides work with small groups of children on both enrichment and remediation activities. SMART Boards, iPads, and laptops are used to add a technology component in all grades. Raz-Kids, an online-guided reading program, is offered to allow students to make reading and comprehension progress at their own pace. Teachers use Ten Marks, an online math program, to individualize math instruction.

As students progress, the reading curriculum moves toward project-based learning with guidance from teachers. Literature circles are used to differentiate instruction for varying ability levels. Traditional summative and formative assessments are given in addition to digital-media projects in which students demonstrate their understanding of concepts. The children are demonstrating mastery of material using Excel graphs and Google Maps, creating commercials and brochures, writing original news articles, and making inventions that employ simple machines. In the math curriculum the children are beginning to apply the basic math operations to solve more complex problems.

Students are exposed to a literature-rich reading curriculum. The Sadlier-Oxford Vocabulary series is introduced in sixth grade. The pacing of this series can be modified as needed. Saint Cletus offers an accelerated math curriculum for students in seventh and eighth grades. The faculty works closely with local high schools to offer an Algebra I class to eighth grade students while attending Saint Cletus. The pacing for the regular math class is well suited for the average junior high student. After school math assistance is provided for students to review concepts presented in class. Higher-level thinking skills combined with extensive use of technology are evident in the students' consumer, history, and science fair projects.

6. Professional Development:

Professional development is aligned with the needs of the Saint Cletus student body. Topics relate to the academic, social, and emotional growth of students. Professional development correlates with the most current academic standards and supports student achievement and school improvement.

School-wide professional development has included Common Core State Standards implementation, Close Reading, anti-bullying workshops, SMART Board and iPad usage, differentiated instruction, Excel and student database training, and Response to Intervention training to address the needs of all students. The school-wide professional development is aligned with the school goals based on collaboration with faculty and administration.

Individual teachers participate in various professional development activities that reflect yearly goals. Featured content of workshops include literature, writing across the curriculum, critical thinking,

technology integration, and strategies for at-risk students in both math and reading, and implementing Professional Learning Communities. The Saint Cletus community is especially proud of the work that has been done to train classroom teachers to integrate the Second Step program into the curriculum. The program promotes children's social and academic success. It helps students develop the all-important core social-emotional skills students need to navigate life on a daily basis.

Faculty members and staff who have great success with a strategy or activity collaborate with peers to share knowledge and train colleagues. Professional development is also provided by outside sources. These methods support high student achievement and continuous school improvement.

Saint Cletus provides an annual staff retreat with the objective to rejuvenate and reinvigorate all. It gives teachers and staff an opportunity to recommit themselves to providing a quality education for all students. During grade level meetings, faculty integrates the Common Core State Standards and align curriculum across grade levels. Much of the professional development in recent years has been to assist teachers with integrating the Common Core Standards into the curriculum. One exceptional opportunity was the two part workshop "All Things Literacy" by Kelli Doubek. The focus was on Close Reading and how using this reading in the classroom makes text more meaningful and helps students attain mastery of age appropriate standards. Faculty and administration work together to ensure that the program being delivered is the highest quality and represents best practices.

7. School Leadership

The leadership structure at Saint Cletus follows a president and principal model, which supports a collaborative structure among staff members. The president is responsible for the fiscal viability of the school and promotion of institutional advancement. Working with the school board on advancement, enrollment, and retention are all duties of the president. Additionally, it is the president's responsibility to seek financial assistance through contacts with benefactors, donors, alumni, and the local community.

The principal serves as the academic leader and oversees all areas of the curriculum in conjunction with input from faculty. The principal regularly visits the classrooms to assure that quality teaching and student learning is evident through formal and informal observations. The principal supervises pre- and post-observation meetings. The elected student council officers collaborate with the principal regarding school initiatives on behalf of the entire student body.

The administration develops and reviews the faculty and parent-student handbook annually. All parties are required to sign that they have read and understand the policies outlined. Yearly school goals are set by the administration with input from the faculty.

Administration requires teachers to record grades, assignments, behavior, and any other student progress through a web-based parent and student portal. Teachers maintain regular communication with parents through the school's online student information system. Classroom curriculum, activities, and achievements are communicated regularly through online newsletters. Weekly correspondence is also communicated from administration highlighting school and community events and celebrating student accomplishments. These communication tools are mandated by administration to ensure that there is effective communication between school and home that will support student achievement.

Programs are implemented after they have been vetted and discussed by faculty to ensure that they are academically sound, student-centered, and have the end goal of high student achievement. Teachers are routinely encouraged to take on leadership roles within the various committees on which they serve. Faculty committees then make recommendations to the principal about modifications to the curriculum. The administration and the faculty partner in these endeavors to maintain Saint Cletus' position of excellence as an educational institution within the community.

PART VI - NON-PUBLIC SCHOOL INFORMATION

The purpose of this addendum is to obtain additional information from non-public schools as noted below.

1. Non-public school association(s): Catholic

Identify the religious or independent associations, if any, to which the school belongs. Select the primary association first.

2. Does the school have nonprofit, tax-exempt (501(c)(3)) status? Yes X No
3. What are the 2013-2014 tuition rates, by grade? (Do not include room, board, or fees.)

2013-2014 Tuition

Grade	Amount
K	\$4732
1	\$4732
2	\$4732
3	\$4732
4	\$4732
5	\$4732
6	\$4732
7	\$4732
8	\$4732
9	\$0
10	\$0
11	\$0
12	\$0

4. What is the educational cost per student? \$5840
(School budget divided by enrollment)
5. What is the average financial aid per student? \$1000
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? 10%

PART VII - ASSESSMENT RESULTS

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>TerraNova</u>
Grade: <u>3</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>CTB/McGraw-Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	79	82	85	83	86
Number of students tested	52	41	43	51	31
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. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>TerraNova</u>
Grade: <u>4</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>CTB/McGraw-Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	83	79	73	76	74
Number of students tested	41	46	47	32	37
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. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>TerraNova</u>
Grade: <u>5</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>CTB/McGraw-Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	84	83	81	87	87
Number of students tested	45	47	30	37	39
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. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>TerraNova</u>
Grade: <u>6</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>CTB/McGraw-Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	80	76	77	77	68
Number of students tested	48	33	36	40	45
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. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>TerraNova</u>
Grade: <u>7</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>CTB/McGraw-Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	90	87	81	81	83
Number of students tested	33	37	40	43	49
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. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>TerraNova</u>
Grade: <u>3</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>CTB/McGraw-Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	82	79	79	77	72
Number of students tested	52	41	43	51	31
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. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>TerraNova</u>
Grade: <u>4</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>CTB/McGraw-Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	86	83	81	82	85
Number of students tested	41	46	47	32	37
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. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>TerraNova</u>
Grade: <u>5</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>CTB/McGraw-Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	84	78	82	79	80
Number of students tested	45	47	30	37	39
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. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>TerraNova</u>
Grade: <u>6</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>CTB/McGraw-Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	82	82	86	87	75
Number of students tested	48	33	36	40	45
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. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>TerraNova</u>
Grade: <u>7</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>CTB/McGraw-Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	84	83	80	77	75
Number of students tested	33	37	40	43	49
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. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: