

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.

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SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban

4. Number of years the principal has been in her/his position at this school: 3

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	37	37	74
K	15	7	22
1	8	9	17
2	6	1	7
3	10	8	18
4	11	12	23
5	12	3	15
6	5	11	16
7	10	11	21
8	15	15	30
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total in Applying School:			243

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
11 % Asian
1 % Black or African American
7 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
80 % White
1 % Two or more races
100 % Total

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

7. Student turnover, or mobility rate, during the 2011-2012 school year: 2%

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.	1
(3)	Total of all transferred students [sum of rows (1) and (2)].	4
(4)	Total number of students in the school as of October 1, 2011	253
(5)	Total transferred students in row (3) divided by total students in row (4).	0.02
(6)	Amount in row (5) multiplied by 100.	2

8. Percent of English Language Learners in the school: 1%

Total number of ELL students in the school: 1

Number of non-English languages represented: 1

Specify non-English languages:

Spanish

9. Percent of students eligible for free/reduced-priced meals: 1%
 Total number of students who qualify: 2

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: 3%
 Total number of students served: 7

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>3</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>0</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>3</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>1</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>1</u>	<u>1</u>
Classroom teachers	<u>16</u>	<u>1</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>4</u>	<u>6</u>
Paraprofessionals	<u>3</u>	<u>1</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>2</u>	<u>0</u>
Total number	<u>26</u>	<u>9</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:

15:1

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	98%	97%	97%	98%	98%
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

While ever faithful to our Catholic identity, St. Norbert School's mission is to continuously think ahead by exploring, adapting and adopting innovations in curriculum design, teaching methodology and technology, ultimately enhancing individual student achievement by engaging each child with the most progressive educational tools and best practices available.

Proud to be a Catholic school serving Northbrook since 1917, St. Norbert School serves students from preschool to eighth grade by fostering a faith-based community. Dedicated parents and teachers along with the school, church and the community are strongly invested in the development of each child to reach his/her potential.

Traditions at St. Norbert School include pairing the Junior High students with a "buddy" in the lower grades, celebrating our eighth grade graduates by sharing a timeline of their eleven years at St. Norbert School at the annual graduation brunch, monthly family dining nights at local restaurants, cultural arts presentations and annual fourth grade and eighth grade plays.

St. Norbert School has celebrated many milestones in its ninety-five year existence. The most recent milestone was attained last year when the staff came together to embrace and integrate the Common Core Standards and a progressive standards based report card that ensures alignment between curriculum and assessment.

Various strengths and accomplishments have been celebrated in recent years. They are the result of the philosophy that student centered academic programs require an emphasis on quality rather than quantity. For example, the current enrollment number has slightly declined due to the fact that we have reallocated space within our school building to allow for a higher quality education for the students that we serve. In order to allow for programs such as high school level math and language arts, jazz band, robotics, debate, Latin and architecture, we are now only enrolling one class at each grade level instead of two. The decision to enroll a single class at each grade level was made when the philosophy changed from a school that was educating the masses to a school that wished to offer a focused, innovative and challenging curriculum for the students that it served. Therefore, through the year 2013, we will graduate two eighth grade classes per year and only offset our two graduating classes with one kindergarten class. Renewing our focus on rigor and individualized education has increased the interest in the school resulting in a waiting list at the kindergarten level for the first time in many years.

Examples of our ability to adapt and adopt innovations in curriculum design include our recent transition to the Common Core Standards, staffing designed to meet the individual needs of all learners, and progressive elective offerings. The transition to the Common Core Standards has inspired the development of our current standards based report card. These changes ensure consistency between the standards, classroom instruction and assessment. In recent years, to uphold our emphasis on quality education, a renewed focus has been placed on the recruitment of specialized staff members that allows for the needs of all learners to be met internally. Staffing at St. Norbert School now includes a Special Education Director, Speech Therapist, Licensed Social Worker and two Reading Specialists. The need for progressive elective offerings was recognized as research pointed to the need for students to be able to capitalize on their strengths. Since 2010, students have been able to choose from classes such as drama, orchestra, entrepreneurship and fashion design.

To ensure that the mission of St. Norbert School is upheld, faculty and staff continuously engage in professional growth opportunities. These opportunities include an annual trip to the National Catholic Education Association convention, conferences held by the Association for Supervision and Curriculum Development and participation in graduate level courses. In addition, St. Norbert School collaborates

annually with many local Catholic schools which allows us to bring in nationally recognized speakers who are experts in current educational issues. These workshops also allow for relationships between grade level teachers to be created and nurtured. Our partnerships with local organizations such as the Rainbows Outreach Program, Northbrook Citizens for Drug and Alcohol Awareness, Junior Achievement, Rachel's Challenge and Bank at School also provide the staff with resources that can be used to supplement classroom learning.

St. Norbert School is worthy of Blue Ribbon status because the focus of each staff member is on the quality of education; which includes innovations in curriculum design, teaching methodology and technology. With a focus on academic rigor the school graduates students who are equipped with the tools necessary to be successful in the highest performing local high schools. St. Norbert School is a faith based community of parishioners, priests, parents, students, teachers and volunteers who are earnestly dedicated to academic excellence and living out their faith.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

A. Performance levels

As a Catholic school of the Archdiocese of Chicago, St. Norbert School does not use the state assessment system. St. Norbert School uses the Terra Nova, Third Edition, Multiple Assessment Test from McGraw-Hill, recognized by educators across the country as one of the most highly respected and widely used products of its kind.

The tests show, in different content areas, where the pupil is proficient and has achieved mastery in content and skill areas. Terra Nova categorizes the Degree of Mastery into three categories: high degree of mastery, moderate degree of mastery, and low degree of mastery. Mastery levels are determined and reported by Terra Nova in each sub test area based on data provided from the Objective Performance Index for each student. These tests and results provide instructors detailed information about each child's performance and level of achievement. High mastery is the goal for each child in the school, but an acceptable level of performance is at the 50th percentile, (National Percentile), or above on the sub tests.

Additionally, the assessment data is analyzed to ensure that each student's performance and achievement is consistent with their anticipated level of achievement. Terra Nova reports an Anticipated Mean Normal Curve Equivalent and Obtained Mean Normal Curve Equivalent, which is based on the Cognitive Skills Index Score. This score measures cognitive ability. Differences in scores greater than eight points are considered statistically significant. The goal of the school is to see students achieve at or above their anticipated performance level.

B. Performance trends

At St. Norbert School, students in grades three through seven take the Terra Nova tests. Students in grade eight do not participate because they take a high school placement test at the high school of their choice. Students in grades three through seven who have been diagnosed with a learning disability and have received Individualized Service Plans take the Terra Nova tests with accommodations consistent with their Individualized Catholic Educational Plan and Individualized Service Plan modifications.

Although some students in third grade receive testing accommodations, the Terra Nova test provides a benchmark score and assists in determining which students are in need of additional instructional interventions and support. All scores are reported as class averages. The National Percentile of the mean Normal Curve Equivalent in third grade reading is 88 and in mathematics is 81. The fourth grade received a National Percentile of the mean Normal Curve Equivalent of 83 in reading and 86 in mathematics. In the analysis of St. Norbert School's longitudinal data, those fourth graders remained consistent in mathematics and improved in reading from the previous school year. The fifth grade received a National Percentile of the mean Normal Curve Equivalent of 90 in mathematics and 86 in reading. The fifth graders scored well above average in reading and math. Although the class' scores decreased slightly from the previous school year, only the math score is statistically significant. As this is a small class, the data may appear skewed due to a slight change in the make-up of the class. The National Percentile of the mean Normal Curve Equivalent for sixth grade is 88 in reading and 86 in mathematics. The sixth grade reading scores improved by one percentile point and the mathematics scores remained the same, which is above average. The National Percentile mean Normal Curve Equivalent of the seventh grade in reading is 87; also well above the National school norms for this grade level. The National Percentile of the mean Normal Curve Equivalent for mathematics in seventh grade is 85. The National Percentiles of the mean Normal Curve Equivalent improved in reading for the same group of students from the previous school

year. Students consistently scored above national norms on these standardized tests during the five-year period reported.

The number of students or percentage of students who scored in each quartile is another indicator of success. In reading, 85% of the third grade students scored in the fourth quartile (76-99), the remaining 15% of third graders scored within the third quartile (51-75). In third grade mathematics 85% of the students scored within the third and fourth quartile. School wide, more than 70% of all students tested scored within the fourth quartile in mathematics. Some students scored within the third quartile, with less than 10% of the school's testing population scoring in the second quartile (26-50). Even in third grade, which is the first exposure for students to Terra Nova Testing, only three students fell within the second quartile in math. No students' scores in grades three through seven in both reading and mathematics were within the first quartile (01-25).

As a method of promoting students' success and mastery of the curriculum, many of the students who score within the second quartile receive remediation or intervention help throughout the school year with a focus on reading and mathematics. Test results help to determine student needs and then educational plans are developed with required emphasis on weaker areas.

2. Using Assessment Results:

Terra Nova assessment data serves as an effective tool to improve the curriculum, identify individual student needs and communicate student performance to the community. Each year, the school's administration and faculty analyze the results of each grade level in all of the content areas and sub tests, as well as on an individual student level. This test data helps teachers and administrators better understand where the strengths and weaknesses exist in the curriculum, instruction and in individual students. This knowledge helps to improve the quality of the school and provides unbiased data that reflects the school's performance.

Student performance is improved based on the information provided by the Terra Nova Test in several ways. Individual student's results identify the numerous objectives they have mastered, partially mastered or not yet mastered. A longitudinal report displays a student's progress over years tested, which demonstrates if improvement is being made over time. Teachers also apply this data when preparing instruction, choosing classroom resources and evaluating assessment tools. Ultimately, this careful analysis of the data improves each student's learning experience. While all students will benefit from this data, it can specifically target which students are either gifted or remedial and therefore require a modified teaching approach. At the junior high level, these test results also contribute to the careful decision-making process necessary for accurately placing junior high students in the appropriate level classes.

Standardized testing is only one of the assessment tools used to identify strengths and weakness in students. Benchmark assessment data is collected throughout the school year and is used in conjunction with the Terra Nova results. This combined information is used to analyze the sequencing of the curriculum, gaps in the curriculum and areas where research based interventions may be beneficial to particular students. The test results allow the faculty to tailor curriculum in two primary ways. On the micro level, for instance, a specific fourth grader's score can be used to help his fifth grade teacher focus on areas that need improvement or require greater attention. On the macro level, the entire fourth grade's Terra Nova test scores can influence changes in sequencing or the amount of time spent on a topic that may need to be adjusted in the fourth grade curriculum.

An example of an adjustment that was made to the curriculum is the recent addition of the Scholastic Reading Counts Reading Program. During the 2011-2012 school year, this program was implemented as a method to specifically enhance student performance in reading, due to concerns regarding a slight drop in reading scores in the 2010-2011 school year. The implementation and success of this new reading

program is also an example of the administration's pursuit of excellence. In one school year, the students' Lexile reading levels increased and there was a noticeable increase in Terra Nova reading scores.

Along with the formal assessments, additional measures of student progress are beneficial to the school. For example, pre-tests in specific units of instruction are used by individual teachers to determine how much time should be allotted to a unit. Projects and summative assessments are also used to measure proficiency. These assessment methods are especially helpful to those who do not perform well on standardized tests, but who can achieve a great deal creatively, in oral form, or as a part of a group.

In addition to the direct benefits that the assessment data provides the students and school as a whole, it can also serve as an effective way to communicate the overall school performance to parents and the community. Specifically, parents receive benchmark data for their student three times a year. The curriculum-based measures provide data that is shared in conjunction with the students' standards based report cards. In addition, parents receive Terra Nova results in May of each academic year. A general letter of the highlights is shared with all school families. An individualized letter is also written to explain the results of the testing, and private meetings are scheduled to further clarify and offer any special services if necessary.

Along with the parents of the current students, prospective families may also be interested in seeing and comparing this assessment data to other schools in the area. The faculty and administrators are very pleased to provide this information to the community as the scores reflect the high level of academic excellence.

3. Sharing Lessons Learned:

While the administration does have an open and cordial relationship with local elementary school officials the majority of collaboration occurs within the local Archdiocesan council. As a member of the Archdiocese of Chicago, St. Norbert School is a part of a council of schools determined by geography and demographics. These schools work closely together to provide comparable academic programs. Principals in the council meet on a monthly basis to share information, resources and strategies with their colleagues. The principal at St. Norbert School is a progressive leader and is actively involved in professional growth. The principal embraces opportunities to explore up and coming initiatives in education and is often asked to share her experiences with other principals in the council as well as with other principals in the state.

Teachers in the council meet annually for formal in-service and collaboration. During these meetings, staff members have the opportunity to compare lessons. This year the teachers were able to exchange lessons that included a focus on technology integration. At a recent council in-service meeting, staff members were each required to bring copies of three recent lessons that integrated technology into the core curriculum to share with other teachers at their grade level. This opportunity not only allowed for the staff to share lessons that they were proud of, but the staff greatly benefited from coming back to their home school with ten to fifteen new lessons.

Staff members routinely attend workshops and conventions. When attending, staff members are required to report back methods and strategies learned to the staff community as a whole. Through this sharing we are able to extend learning throughout the entire school.

The opportunity to share assessment and teaching best practices across a cohort of similar institutions has been of significant benefit to St. Norbert School. We can explore the successes that other schools experience and extrapolate those strategies to our curriculum and assessment tactics. Given St. Norbert School's recent improvement in test scores we are often sharing our strategies with our council and throughout the Archdiocese. In addition, through a variety of professional development opportunities,

administrative leaders and teachers can share St. Norbert School's successful strategies both locally and nationally.

4. Engaging Families and Communities:

St. Norbert School regularly partners with families and members of the larger community. We welcome guest speakers from local organizations and businesses, volunteers from the parish and parents of former students. Allowing these community members to share their time and talents benefits our students with opportunities that we would not be able to otherwise provide.

Parents of current students are an integral part of the success of both our school as a whole and to our individual students. We invite parents to be a part of our daily school routine to help promote the sense of belonging and to provide parents with the opportunity to best understand our curriculum, mission and vision. Parents regularly volunteer in our classrooms, lunchroom and at our various athletic events. Parents serve as members of our Home and School Association, Athletic Committee, Technology Committee and School Advisory Board.

Communication with parents regarding the academic success of each individual student helps parents to be constantly informed as to the strengths and weaknesses of their student. Teachers communicate via email, telephone and through individual conferences. Powerschool, our student information system, provides parents with academic information such as performance on assessments and homework assignments and is updated by teachers on a daily basis. Terra Nova test results are both mailed to parents and reviewed with parents privately as requested. Regular communication between parents and staff helps all invested parties to guarantee academic growth for students across all grade levels.

At St. Norbert School, we also pride ourselves on the fact that we are a "family", a unique opportunity only possible in a small school setting. We engage families and community members by providing social opportunities for these groups to get to know one another on a more intimate level. Some of our family events include an annual Block Party, Dinner Auction, Trivia Night, monthly local family dining nights, Open Houses, Donut Sundays, Family Reading Night and Family Math Night. Being comfortable with one another on a social level helps all community members to combine efforts for the greater good of the school population.

The current administration communicates with invested parties on a regular basis. A weekly newsletter that begins with a message from the principal is sent to parents, grandparents and parishioners each Tuesday informing constituents of school news and activities. The parish bulletin includes articles, letters, promotional materials and photographs on a weekly basis.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

St. Norbert School offers a contemporary curriculum that focuses on academic excellence and high achievement while educating the whole child in a values-based setting, therefore preparing students for success in high school and beyond. Curriculum is aligned with Illinois State Teaching Standards, Chicago Archdiocesan Standards and 21st Century Learning Skills so that learning benchmarks are met at every grade level.

Reading/Language Arts: St. Norbert School maintains a balanced reading and language arts program with a focus on four main components: reading, writing, speaking and listening. The development of the use of language is integrated into all academic areas and excels in developing critical thinkers through research based literature, an extensive writing program and the development of oral presentation skills. In order for students to best develop the two main areas of language, a close relationship between reading and language arts classes is maintained at all grade levels.

Mathematics: Instruction includes the development of concepts and reasoning, computational skills, functional math and verbal problem-solving. Differentiated instruction, with full integration of technology, is used to ensure that all students are presented with a challenging, rigorous mathematics curriculum.

Science: Our carefully sequenced curriculum in science begins with the fundamental concepts and processes of science. Students concentrate on life science, space science and physical science. A full science lab was added to our campus in recent years which has provided the opportunity for hands on learning experiences to students at all grade levels.

Social Studies: History and geography form the core of this program. Students broaden their understanding, appreciation and appropriate critical analysis of cultural, political and economic diversity - the essential characteristics needed to be contributing adults in our society.

Visual and Performing Arts: Students are exposed to a wide variety of art forms, including drama classes, music, art, dance and visual arts. Specific classes also include jazz band, orchestra, choir, painting, architecture and fashion design. Through our performing arts program students participate in diversified activities such as small and large group performance, community service, script writing, acting and set design.

Physical Education/Health/Nutrition: Students attend physical education classes for a minimum of eighty minutes per week. Activities include those that foster the growth of social skills, fine motor development and general sports introduction. Fairness and good sportsmanship are covered at all grade levels. Health and nutrition are taught during both physical education and in the regular classroom setting.

Technology: At St. Norbert School, we recognize the need to equip our future leaders with the skills and resources needed to succeed in our ever-changing, globally connected world. Students are taught how to use our many resources responsibly to advance their education. Technology is woven into every aspect of the curriculum with the application of SMART Boards, laptops, iPads, and other tools.

Foreign Language: Spanish instruction is provided to all students in grades preschool through five. Beginning in sixth grade students are required to participate in the foreign language program with the option of taking either Spanish or Latin. The foreign language curriculum emphasizes the use of current audio-visual media, small group projects, contemporary texts, reader's theater and cultural enrichment. St. Norbert School is in compliance with the program's foreign language requirements.

Unique Curricula: Religion classes are conducted daily at all grade levels. The curriculum is designed to teach children that each person has special talents that should be used for his or her own welfare as well as others. Along with strong academic skills, students are taught to respect one another, to resolve differences peacefully and to live side-by-side. These character traits help shape a student's core and set the stage for success in the future.

2. Reading/English:

Our reading curriculum has been designed to meet the specific needs of St. Norbert School students. It is evaluated on a regular cycle that ensures its continual efficacy. Students develop four skills in the use of language: reading, writing, speaking and listening. While reading is treated as its own subject, the other three skills are addressed in our English curriculum. Resources include reading specialists, the application of Fountas and Pinnell, AIMS Web, Scholastic Reading Counts, guided reading groups, iPads, laptops and literary based center activities.

Reading is given high priority at St. Norbert School. In the early grades, the reading program has strong writing, phonics, literature and non-fiction components. In the intermediate grades there is an emphasis on the application of comprehension skills in other subjects. While students in the early grades begin novel studies and independent reading, these play a sizable role in reading instruction in the middle grades. Students share literature through small group and class discussion, create book projects and complete multimedia activities on their laptops.

St. Norbert School has hired new staff members in the past few years to help create a learning support team. Differentiated instruction is seen in all areas of the curriculum and supported by two reading specialists, a Special Education Coordinator and a Speech Therapist. These staff members meet regularly to discuss the needs of those students who are performing outside the average range of expectations and to create an academic plan to promote the continued academic growth of these students. This plan may include accommodations in the regular classroom or time outside the classroom with one of our specialists.

Homeroom teachers confer regularly with the learning support team to include new and different methods to engage students. Regular communication is also essential to identify children who might benefit from differentiated learning and additional practice with one of several specialists.

At all grade levels, reading for a purpose as well as for a love for literature is encouraged throughout the reading curriculum. Books from a variety of genres, along with a variety of reading materials, help students find a topic, author or book series that interests them and sparks a passion in them to become a life-long reader. Author visits, field trips to the library and after school book clubs are also incorporated into the reading curriculum to enhance skills and concepts attained in the classroom.

3. Mathematics:

St. Norbert School's math curriculum emphasizes critical thinking skills at all grade levels so that students are able to effectively apply math skills and concepts. The study of mathematics begins in the primary grades with the use of conceptual math manipulatives to attain basic concepts and develops into a rigorous course of study in the middle grades that requires analytical thinking and accuracy to solve problems. The ideal goal is for students to progress into geometry in eighth grade. This progressive building of math skills throughout the grade levels has helped facilitate the transition into high school math courses.

A differentiated learning approach in the teaching of mathematics is found in all grades. The coursework is individualized so that each student feels appropriately challenged. Some students may need an emphasis on building basic skills, while others may be ready for a more analytical approach. This

instructional method allows students not only to provide the correct answer to a problem, but explain the mathematics involved in solving the problem using manipulatives, drawings or technology.

The use of technology is an integral part of our mathematics program. Students master skills through interaction with SMART boards, iPads and laptop computers. Our struggling learners are offered the opportunity to master math skills through the use of technology as well as through additional lessons with our special services staff. In addition to daily academic hours, we supplement math instruction with tutoring offered after school at no additional cost to our families.

In support of the differentiated learning approach, the middle and upper grade students have the opportunity to participate in high school level curriculum and routinely go on to junior high to begin their mathematics studies in accelerated classroom settings. Students at all levels receive appropriate instruction and feedback to enable them to achieve their goals and feel confident to move on to the next level.

Upon the completion of the mathematical instruction at St. Norbert School, the ultimate goal is to develop students' ability to "do" math and to think mathematically. By demonstrating mathematics-process skills, applying knowledge to real-world problems and investigating the relationship between mathematics and society, students build upon their existing framework of understanding and improve the retention of facts and concepts.

4. Additional Curriculum Area:

Science:

The science curriculum at St. Norbert School consists of the study of life, physical and earth science. Students show evidence of proficiency in the basic knowledge of skills in these areas. The 2012 Terra Nova scores show that St. Norbert School students performed above national averages in grades three through seven.

Our science instructors educate students across all grade levels using an interactive model of learning. Labs are provided to promote hands on learning through the use of appropriate instruments to access information, process ideas and communicate learning. Students are familiar with the scientific process at a very early age, refining their skills as they progress. Students recognize and investigate problems, formulate hypotheses and propose solutions supported by reason and evidence. Logical, critical, analytical and ethical thinking is expected at all times. The students express and interpret ideas orally and in writing using correct terminology and integrate these skills into their everyday lives with confidence.

In our continued commitment to excellence in this academic area we have budgeted funds to integrate technology in the science classroom in recent years. SMART boards, iPads, stereoscopes and projector-enabled microscopes have all been added to our program and have helped to engage learners in the scientific process. We have also added a full science lab to our campus in an effort to provide a designated area in which students can engage in hands on learning on a regular basis.

Our students participate in the National Science League and the seventh graders participate in the Science Fair annually, with many of our students moving on to the Regional and State Science Fair. Participation in the Science Fair provides students with the opportunity to fully immerse themselves in the scientific process with an emphasis on the scientific method. Lessons in observation and in writing a hypothesis, analysis and conclusion are all life long skills that are mastered during this process.

5. Instructional Methods:

St. Norbert School strives to meet the learning needs of each student by taking a comprehensive approach that utilizes multiple instructional strategies both within the classroom and through special education and enrichment services. This approach derives from the understanding that not only do students learn differently, but that learning for each student is enhanced and refined when knowledge and skills are addressed at their level. Lecture, direct instruction, dialogue, discussion, individual assessments and the use of technology are some of the differentiation strategies that are employed. Instruction is centered on project based and cooperative learning, as well as on methods of instruction that will provide immediate and concrete feedback to both the teacher and the student. Cooperative learning is a key component of the instructional methods used, enabling and encouraging students to explore and learn from one another while working as a team. Students are encouraged to tackle difficult and complex problems in cooperative groups thus increasing their knowledge through the sharing of ideas.

Technology is used to support instruction at a variety of levels. iPads are used to help struggling students master concepts through repetition in a game-like format. They also provide the opportunity for high performing students to connect with the curriculum on a more advanced level. Through the use of the internet, teachers are able to differentiate instruction by providing students with a setting in which they are actively engaged in the learning process. With the need for an increased focus on global awareness, technology lessons include the opportunity for students to gain a better understanding of the world at large. The ultimate goal is to prepare students for the rigorous demands that they will encounter in future education, the workplace and their personal lives.

Test results help to identify students who require modifications to the learning process, whether as a result of academic strengths or weaknesses. These students meet regularly with resource teachers where an emphasis can be placed on identified areas ensuring their academic growth. The learning support team specializes in meeting the diverse needs of students who perform outside the average range of academic success. They work with students in small groups or individually to provide instruction that will help each student to meet their fullest potential.

6. Professional Development:

Ongoing professional development is supported, encouraged, valued and pursued by the teachers and administration at St. Norbert School. As part of their contract, full time teachers are awarded an annual stipend to be used towards professional development, which most teachers take full advantage of each year. Teachers may use their funds to attend workshops, conferences or pursue membership in professional organizations. More than half of our staff members have received, or are currently working towards, an advanced degree.

Professional development takes place at three different levels; local, regional and national. The administration develops a calendar each year that includes regular meetings along with in-service and institute days, during which training is provided at the local level. At these meetings teachers actively share the techniques, resources and methods learned at outside professional development with their peers. Recent training has been focused on the standards based report cards, curriculum mapping, professional book discussions, spiritual development and technology integration. A recent “Strength Finders” analysis completed by all staff members helped them to identify individual strengths and also helped the faculty and administration understand how to use these strengths to work together more efficiently and effectively. This also translated into staff members being able to identify and recognize the strengths of their students. This opportunity helped to build a stronger team environment and has strengthened the unit of school staff.

Through the Archdiocese of Chicago staff members participate in a variety of workshops. These professional growth opportunities have focused on brain research, the transition to the Common Core Standards and technology integration. Working together with the Archdiocese has provided the school with the financial leverage to host speakers and experts that would have otherwise been difficult to afford. Staff members also meet with their peers from other local schools within the Archdiocese to collaborate; inspiring one another and sharing ideas and resources. Establishing these relationships has built a foundation that has allowed for future partnerships.

On a national level, staff members attend the National Catholic Education Association Conference (NCEA), Association for Supervision and Curriculum Development Conference (ASCD), the Mickelson ExxonMobil Teachers Academy and the Disney Leadership Institute. These conferences provide staff members with the opportunity to continuously be exposed to the most current educational research, technology and instructional methods.

7. School Leadership:

The principal of St. Norbert School leads in an effort to develop and foster a school climate that supports and enables teachers to do the core work of the organization. In this way, the teachers are able to develop a productive relationship with their students to ensure that effective learning takes place in a safe environment. The principal ensures that all instructional materials and curriculum aligns with state standards and meets the needs of all students.

The principal serves as the first line of communication to the school and the parish community. She articulates the school goals and expectations that consistently focus on student achievement. She works closely with the Pastor of the parish, the School Advisory Board and other administrators to ensure progress is being made and goals are met. There is a mutual respect for the knowledge and experience of the School Advisory Board members and for the leadership roles of the principal and the Pastor.

In an effort to always keep the members of the school and parish community informed of school news, written forms of communication by the principal include: daily updates to the school's Facebook page, website and a weekly school communication piece that is sent to parents and staff members. The principal also delivers information about the school by speaking at Open Houses, Back to School Night and Sunday Masses. This allows the principal the opportunity to share school news and events with the community at large. The principal also works to include school communications in local media through media blasts and invitations to school events.

The principal sets the standard for continued professional growth by attending both local conferences and workshops, as well as making an annual commitment to attending the National Catholic Educational Conference. The principal helps to establish a culture of training and continual dialogue about best instructional practices in order to make substantial, long lasting change in student achievement. Additional resources are accessed through the principal's membership in multiple organizations including: National Catholic Education Association, Association for Supervision and Curriculum Development, PK International and PHI Delta Kappan.

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>\$5150</u>	<u>\$5150</u>	<u>\$5150</u>	<u>\$5150</u>	<u>\$5150</u>	<u>\$5150</u>
6th	7th	8th	9th	10th	11th
<u>\$5150</u>	<u>\$5150</u>	<u>\$5150</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) \$7500

5. What is the average financial aid per student? \$600

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?
8%

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 17%

PART VII - ASSESSMENT RESULTS

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: TerraNova

Edition/Publication Year: Third Edition/2007/
Second Edition/2000

Publisher:
CTB/McGraw-Hill

Scores reported as:
Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Feb	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	81	86	86	83	78
Number of students tested	21	14	20	27	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:					
The edition of the test changed during the 2008-2009 school year. Scores reported from the 2007-2008 were based on the TerraNova, Second edition, which used norms from 2000. Scores reported from 2008-2009 until present are based on the TerraNova, Third Edition					

13PV24

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: TerraNova

Edition/Publication Year: Third Edition/2007/
Second Edition/2000

Publisher:
CTB/McGraw-Hill

Scores reported as:
Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Feb	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	88	80	74	76	74
Number of students tested	21	14	20	27	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:					
<p>The edition of the test changed during the 2008-2009 school year. Scores reported from the 2007-2008 were based on the TerraNova, Second edition, which used norms from 2000. Scores reported from 2008-2009 until present are based on the TerraNova, Third Edition.</p>					

13PV24

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: TerraNova

Edition/Publication Year: Third Edition/2007/

Publisher:

Scores reported as:

Second Edition/2000

CTB/McGraw-Hill

Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Feb	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	86	98	93	90	88
Number of students tested	14	14	26	32	26
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:					
The edition of the test changed during the 2008-2009 school year. Scores reported from the 2007-2008 were based on the TerraNova, Second edition, which used norms from 2000. Scores reported from 2008-2009 until present are based on the TerraNova, Third Edition					

13PV24

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: TerraNova

Edition/Publication Year: Third Edition/2007/
Second Edition/2000

Publisher:
CTB/McGraw-Hill

Scores reported as:
Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Feb	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	83	91	91	87	88
Number of students tested	14	14	26	32	26
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:					
<p>The edition of the test changed during the 2008-2009 school year. Scores reported from the 2007-2008 were based on the TerraNova, Second edition, which used norms from 2000. Scores reported from 2008-2009 until present are based on the TerraNova, Third Edition</p>					

13PV24

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: TerraNova

Edition/Publication Year: Third Edition/2007/

Publisher:

Scores reported as:

Second Edition/2000

CTB/McGraw-Hill

Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Feb	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	90	86	83	78	77
Number of students tested	17	24	32	28	29
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:					
The edition of the test changed during the 2008-2009 school year. Scores reported from the 2007-2008 were based on the TerraNova, Second edition, which used norms from 2000. Scores reported from 2008-2009 until present are based on the TerraNova, Third Edition					

13PV24

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: TerraNova

Edition/Publication Year: Third Edition/2007/
Second Edition/2000

Publisher:
CTB/McGraw-Hill

Scores reported as:
Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Feb	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	86	87	85	81	85
Number of students tested	17	24	32	38	29
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:					
The edition of the test changed during the 2008-2009 school year. Scores reported from the 2007-2008 were based on the TerraNova, Second edition, which used norms from 2000. Scores reported from 2008-2009 until present are based on the TerraNova, Third Edition					

13PV24

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 6

Test: TerraNova

Edition/Publication Year: Third Edition/2007/

Publisher:

Scores reported as:

Second Edition/2000

CTB/McGraw-Hill

Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Feb	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	86	85	83	82	85
Number of students tested	19	30	24	23	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:					
The edition of the test changed during the 2008-2009 school year. Scores reported from the 2007-2008 were based on the TerraNova, Second edition, which used norms from 2000. Scores reported from 2008-2009 until present are based on the TerraNova, Third Edition					

13PV24

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 6

Test: TerraNova

Edition/Publication Year: Third Edition/2007/

Publisher:

Scores reported as:

Second Edition/2000

CTB/McGraw-Hill

Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Feb	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	88	84	86	88	78
Number of students tested	19	30	24	23	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:					
The edition of the test changed during the 2008-2009 school year. Scores reported from the 2007-2008 were based on the TerraNova, Second edition, which used norms from 2000. Scores reported from 2008-2009 until present are based on the TerraNova, Third Edition					

13PV24

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 7

Test: TerraNova

Edition/Publication Year: Third Edition/2007/

Publisher:

Scores reported as:

Second Edition/2000

CTB/McGraw-Hill

Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Feb	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	85	90	91	88	88
Number of students tested	26	23	24	31	35
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:					
The edition of the test changed during the 2008-2009 school year. Scores reported from the 2007-2008 were based on the TerraNova, Second edition, which used norms from 2000. Scores reported from 2008-2009 until present are based on the TerraNova, Third Edition					

13PV24

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 7

Test: TerraNova

Edition/Publication Year: Third Edition/2007/
Second Edition/2000

Publisher:
CTB/McGraw-Hill

Scores reported as:
Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Feb	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	87	87	86	86	85
Number of students tested	26	23	24	31	35
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:					
The edition of the test changed during the 2008-2009 school year. Scores reported from the 2007-2008 were based on the TerraNova, Second edition, which used norms from 2000. Scores reported from 2008-2009 until present are based on the TerraNova, Third Edition					

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