



## **PART I - ELIGIBILITY CERTIFICATION**

---

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

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made Adequate Yearly Progress (AYP) or its equivalent each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

---

All data are the most recent year available.

### DISTRICT

Questions 1 and 2 are for Public Schools only.

>

### SCHOOL (To be completed by all schools)

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

4. Number of years the principal has been in her/his position at this school: 8

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	35	31	66
K	38	32	70
1	27	34	61
2	32	27	59
3	23	32	55
4	28	23	51
5	18	26	44
6	37	26	63
7	23	25	48
8	36	33	69
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
<b>Total in Applying School:</b>			<b>586</b>

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
3 % Asian  
1 % Black or African American  
5 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
91 % White  
0 % 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: 4%  
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.	11
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	13
(3)	Total of all transferred students [sum of rows (1) and (2)].	24
(4)	Total number of students in the school as of October 1, 2011	586
(5)	Total transferred students in row (3) divided by total students in row (4).	0.04
(6)	Amount in row (5) multiplied by 100.	4

8. Percent of English Language Learners in the school: 1%  
Total number of ELL students in the school: 2  
Number of non-English languages represented: 2  
Specify non-English languages:

Russian, Yoruban (Nigeria)

Actual correct percent of ELL in school is .3%

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

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.

Actual correct percent of free/reduced meals is .2%

10. Percent of students receiving special education services: 8%  
 Total number of students served: 46

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

<u>2</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>69</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>15</u> Specific Learning Disability
<u>7</u> Emotional Disturbance	<u>24</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>2</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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

	<u><b>Full-Time</b></u>	<u><b>Part-Time</b></u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>24</u>	<u>2</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>5</u>	<u>6</u>
Paraprofessionals	<u>1</u>	<u>12</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>4</u>	<u>2</u>
Total number	<u>35</u>	<u>22</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: 23:1

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

	<b>2011-2012</b>	<b>2010-2011</b>	<b>2009-2010</b>	<b>2008-2009</b>	<b>2007-2008</b>
Daily student attendance	96%	96%	96%	97%	97%
High school graduation rate	%	%	%	%	%

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

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

Graduating class size: \_\_\_\_\_

Enrolled in a 4-year college or university \_\_\_\_\_ %

Enrolled in a community college \_\_\_\_\_ %

Enrolled in vocational training \_\_\_\_\_ %

Found employment \_\_\_\_\_ %

Military service \_\_\_\_\_ %

Other \_\_\_\_\_ %

**Total** \_\_\_\_\_ **0%**

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

No

Yes

If yes, what was the year of the award?

## PART III - SUMMARY

---

St. Michael School has been a vital part of the Orland Park community for over sixty years with a mission to teach the message of Jesus, to encourage service to others, and to prepare students for lifelong responsible citizenship. Orland Park is a community of 51,000 located in the southwest suburbs of Chicago. Kentucky Dominican sisters founded SMS and began a tradition that continues today as a vital, excellent, and identifiably Catholic school. With the goal of introducing the Gospel message to all students, instructors provide an outstanding academic foundation deeply rooted in Gospel values, which prepares students to be part of the larger St. Michael Parish community.

SMS's Catholic Identity is evident in weekly participation at grade-level liturgies, and monthly all-school Masses for feasts and religious holidays. Unique to SMS are grade-level Ash Wednesday retreats to begin the Lenten season. Catholic Schools Week liturgy and Lenten Living Stations connect school and parish. Children in Grades 3-8 participate in Reconciliation services during Advent and Lent. Faculty members model faith as Eucharistic Ministers and serve as presiders at prayer services. Eighth grade students exhibiting Marian qualities join First Communicants in leading the annual Mary Crowning. Sacramental preparation for Eucharist, Reconciliation, and Confirmation is included in SMS's curriculum.

A rigorous curriculum based on Common Core Standards is presented to 586 students from twelve communities. Students in PreK-8 experience a curriculum that is challenging, current, and individualized. Blessed with thirteen instructional aides to assist teachers, students benefit from small group instruction, study skills, and extra reading and math supplementation. Teachers practice RTI and meet with the Resource Team (director, assistant director, reading specialist, and curriculum/testing coordinator) to determine the best direction for each student. Programs such as *My Reading Coach*, *FLRT*, *Apangea Math*, and *AIMSweb* provide opportunities for all learners to reach their highest potential.

The opportunity to participate in Olympiads, Math League Contests, National Geography Bee, Spelling Bees, and Academic Bowls held at local high schools all aid in the educational pursuits of SMS students. A World Language program begins in PreK and culminates in a daily Spanish curriculum for Junior High students. **SMS is in compliance with the Blue Ribbon Foreign Language requirements.** Writing is a cross-curricular discipline pursued from Grades K-8. The language arts program has produced a number of winners in poetry and writing contests.

Test scores in the top 15% of the nation reflect SMS's academic excellence and worthiness of being a Blue Ribbon School. The hands-on, inquiry based science program is one of the strongest areas of SMS's curriculum. Students in Grades 1-3 participate in an annual Science Expo to display their science knowledge and interests. Outstanding Junior High programs include development of the LEGO NXT robotics program, grade specific energy lessons developed through an NSF grant, and BP's A+ Energy \$10,000 grant that created an energy awareness program. Science students regularly participate in global classroom experiences through *Interactive Distance Learning (IDL)*.

In addition to the core subjects, SMS offers a variety of extra-curricular and enrichment activities. An extensive athletic program, intramurals, Art Club, High School Prep Class, Reading Enrichment, and Young Scientists are offered to students as after school programs. Drama and Band are available to students from Grades 4-8. Student Council, Ambassadors, Video Club, Junior Marketing, and Mock Trial provide leadership opportunities in the development of future citizens.

Students have numerous opportunities to reach out to the community. An annual Toy Drive for children confined to hospitals is organized by an alumna who has been battling an ongoing serious illness for years. Care packages have been sent to troops in Iraq and Afghanistan. Students collect funds for

classmates who are ill, as well as for organizations that serve the needs of others. SMS students are always well represented at local soup kitchens and food drives.

As SMS continues to take its place in the 21st century, the importance of parent involvement is vital. An enthusiastic and well-defined School Advisory Board (SAB) is made up of parish members who act as advisors to the principal and pastor. SAB's major role is school fundraising, but it is also a vital contributor to the vision of the school in areas of Religion, math, science, and technology. Parent volunteers make up a strong Family-School Association and School Marketing Team contributing time and talent to the pursuit of a well-rounded educational experience.

The list of service grows longer each day as an example that everyone who participates in the life of SMS knows this school is imbued with a joyous, giving, and loving spirit. As students enter and leave the building each day, they read, "Enter to learn Christ;" and "Leave to serve Christ." This challenges SMS students to be contributing participants in today's busy world – proof of a Blue Ribbon School!

## PART IV - INDICATORS OF ACADEMIC SUCCESS

---

### 1. Assessment Results:

One indicator of St. Michael School's academic success is a standardized test. The Archdiocese of Chicago requires all students in Grades 3, 5, and 7 to take the Terra Nova3 Multiple Assessments and InView ©2009. SMS also administers the test to students in Grades 2, 4, and 6 every four years to track school and individual progress more closely. The test is designed to provide achievement scores that assist in educational decision making. Students with an Individualized Catholic Education Plan (ICEP) are provided with accommodations (extended time, test read aloud). The scores of these students are not included in the classroom average data. However, SMS does track these students' growth and progress through seventh grade.

The Terra Nova reading test measures objectives in *basic understanding, analyzing text, evaluating and extending meaning, and reading and writing strategies*. The Terra Nova math test objectives measured are: *numbers and number relations, computation and estimation, measurement, geometry and spatial sense; data, statistics, and probability; patterns, functions, and algebra; problem solving and reasoning, and communication*. A measure called Objective Performance Index (OPI) reports the national average score for each objective. This helps determine if curriculum is meeting national standards. The OPI scores for SMS exceed the national average in each performance category at each grade level in reading and math. For example, in 2012, seventh grade students scored 29 points above the national average in problem solving and reasoning, and 26 points above in patterns, functions, and algebra in math. In reading, similar results were found in seventh grade, scoring 19 points above the national average in reading and writing strategies.

In 2012, National Percentile (NP) scores ranged from 77 to 86 in reading, and from 78 to 86 in math. The seventh grade reading score was 78 (Blue Ribbon School – BRS 85% cut-off = 69) and seventh Grade math score was 86 (BRS 85% cut-off = 70).

Using a national norm/average of the 50%ile with a meaning that 50% of all students tested nationally will score above the 50%ile and 50% will score below, provides a good indication of SMS programs. In 2012, the percentage of SMS students scoring above the 50%ile in reading was 90% in third grade, 93% in fourth grade, 89% in fifth grade, 93% in sixth grade, and 97% in seventh grade. In math, the same success was seen in scores above the 50%ile: 94% in third grade, 90% in fourth grade, 91% in fifth grade, 88% in sixth grade, and 98% in seventh grade.

As Terra Nova national percentile data was analyzed over the past five years, SMS's NP scores for reading and math have exceeded BRS cut-off scores with only three exceptions. In 2008, the earlier Terra Nova2 test third grade reading score was 70 (BRS 90% cut-off = 71). This was the first year of a new reading series and with the change to Terra Nova3 in 2009, and some changes in the reading program, third grade scores have consistently improved to the upper 70%ile range. In 2011, fifth grade reading score was 65 (BRS 85% cut-off =67). To address this score and also strengthen reading in all grades, teachers focused on reading and writing strategies and analyzing text in literature and content reading. In 2009, the fourth grade math score was 64 (BRS 85% cut-off = 67). These students had scored 80 in third grade. With a teacher change and extra focus on basic skills in fifth grade, their fifth grade score of 70 and seventh grade score of 86 meet BRS criteria. This fourth grade score should not affect BRS qualification because all other scores indicate an anomaly that was immediately addressed.

Over the past five years, scores have remained above average with some fluctuations. SMS's faculty has used Obtained vs. Anticipated scores (based on the Cognitive Skills Index – CSI) to monitor test results. In reading and math, achievement exceeded anticipated results in most areas. Some examples of

outstanding achievement by SMS students were fifth grade reading score of 87 (anticipated = 77), fifth grade math 86 (anticipated = 76), and seventh grade math 86 (anticipated = 75).

Students who have an ICEP scored at or above the 50%ile in all grades. These students along with anyone below the 55%ile in reading and/or math are identified and monitored. Referrals of individual and small groups to a Resource Team member or Instructional Aide are implemented on a daily basis. Students in SMS lowest 10% continue to make exceptional progress as they move through the grades. In 2012, these students were at/or above grade level in all grades. For example, the third grade scored in reading GE (grade equivalent) = 3.6, and in math GE = 3.7. By seventh grade, students in the lowest 10% scored 9.3 GE in reading and 8.7 GE in math.

Steady growth and above average scores for the past five years show the excellence of SMS in its pursuit of the Blue Ribbon School award. Because of a stable and committed faculty, who have worked to develop and maintain a Common Core Standards curriculum, interventions to assure progress, hard-working students, and involved parents committed to quality education, SMS successfully prepares students for the endless challenges that lay ahead.

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

Assessment allows SMS to direct day-to-day instructional decisions and to evaluate overall program effectiveness. Terra Nova data is used to provide an overall picture of SMS's programs and to assist in planning effective formative and summative classroom assessments of daily learning.

In the spring, the following results are reviewed with faculty and staff:

- National percentile for all grades and subjects are evaluated along with percentages of students scoring above 50%ile.
- Obtained and anticipated scores based on the Cognitive Skills Index indicate students' ability and anticipated achievement compared to actual achievement. Students scoring below 55%ile in reading and/or math are identified and monitored to see if remediation, tutoring, or referral is needed. *AIMSweb* testing identifies students' reading abilities. Reading assistance is provided with *My Reading Coach* and *FLRT* in the Learning Lab. Terra Nova results, report cards, and teacher recommendation determine placement of eighth grade students in Accelerated Algebra and Accelerated Language Arts and the Grades 5-7 *Apangea Math* enrichment class.
- Grade level reports identify strengths and concerns using Performance on Objectives (OPI). Identification of lowest scores in each grade is used to look for trends indicating needs to be addressed throughout the curriculum. For example, SMS's science teachers are evaluating the scope and sequence of the curriculum to discern whether some science areas should be changed to different grades. While problem-solving and writing strategies are a SMS concern, these areas continue to improve and are part of the focus in transition to Common Core Standards.

Each teacher has a Content Skills list for the grade taught, along with previous and next grade skills, to see the flow of assessment as curriculum is planned and aligned to Illinois Standards, Archdiocese of Chicago Standards, and Common Core Standards. Grade level Curriculum Mapping assists in aligning the curriculum and allows for an in-depth picture of each subject area.

SMS uses an additional Terra Nova tool, the Item Analysis Report, which provide each student's itemized score. This identifies strengths, common errors, and curriculum that need further emphasis. At the beginning of the school year, teachers meet to analyze these reports. As new skills are introduced, teachers are able to plan the amount of time needed on a skill while identifying student mastery and remediation.

Use of Terra Nova Connections throughout the year allows all grades to incorporate activities that meet Terra Nova skills and the regular curriculum, and when used with classroom assessment helps lead to day-to-day and overall learning success.

Continued student success is only possible through a solid relationship and consistent communication with parents/guardians. Each spring, Terra Nova results are sent to all families with a letter explaining SMS's median national percentiles and SMS's percentages of students above the national average of the 50<sup>th</sup>ile. Parents/guardians in Grades 2-7 also receive their child's Home Report presenting the national percentile and level of mastery in each subject area. Lexile scores in reading, an individualized reading list, and websites for each subject area are included. Results are shared with the SMS School Advisory Board and posted on the school website making them available to the community and prospective families.

Regular communication informs families of student progress. Progress reports are issued at the middle of each term, and reports cards are sent home at the end of the trimester. The principal adds handwritten comments to every report card to encourage student success. Scheduled parent-teacher conferences are held at the end of the first trimester to discuss student progress and achievement. Second trimester conferences are scheduled per parent or teacher request. *AIMSWeb* benchmark results are sent home three times a year for Grades K-8. Teachers are accessible to families through email and voicemail. Each teacher has a webpage providing learning ideas and resources. Daily assignments for Grades 7-8 are on each teacher's webpage.

Students with identified learning challenges and their parents/guardians meet with individual teachers, a team of two Resource teachers, a Reading Specialist, an *ELS/AIMSWeb* facilitator, and principal for evaluation. If needed, an ICEP will be implemented. Anecdotal reports for students having an ICEP detailing learning strategies, goals, and student accomplishments are included with report cards.

Open House starts the year introducing families to teachers. A second Open House during Catholic Schools Week, celebrating Catholic education, provides an opportunity for prospective families to view SMS and its programs.

School achievements and activities are communicated in the principal's weekly newsletter and school website. A Marketing Team of parents, teachers, and students provides articles for the church bulletin and local newspapers. Invitations are extended to families and community to witness student performance in special events including school concerts, plays, annual Veteran's Day ceremony, Grandparents'/Special Friends' Day, Catholic Schools Week events, and religious celebrations.

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

The principal meets monthly with the Vicariate of the Archdiocese and local public schools. Both groups provide opportunities to brainstorm, discuss, share professional growth opportunities, and interact with professionals who provide services to students throughout the community.

In a resolute effort of sharing, SMS's faculty consistently maintains a close working relationship with schools at the district level, Vicariate level, and Archdiocesan level. Through collaboration and sharing of knowledge and resources, the general community also benefits.

The faculty attends workshops to share and acquire new methods of instruction, best practices, and the use and integration of technology. In further sharing, SMS has hosted workshops provided by local district media specialists on the advanced use of interactive SMART Boards, SMART Slates, and iPads across the curriculum. Resource teachers collaborate with counter parts at district schools to further support RTI. Strategies promoting academic success are shared through *AIMSWeb* and the analysis of the standardized test results. SMS participates in *Partners in Education*, a program including local private

and public schools, that meets four times a year to discuss placement (Explore Test) and transition of eighth grade students into high school.

At Archdiocesan level, a committee of teachers from SMS has been selected to meet regularly with other Archdiocesan schools to assist with the development of curriculum mapping to augment the alignment to Common Core Standards. Through this process, SMS teachers share current data identifying specific needs for developing curriculum, instruction, and assessment with thousands of educators.

At community level, SMS has hosted many interactive events where the community is invited to attend. Celebrations honoring veterans have included live interactive discussions with soldiers in Iraq, special Masses and breakfasts. These *Interactive Distance Learning* (IDL) experiences provide opportunities to share social points of view with not only local communities and experts in their field, but also with schools throughout the country. The IDL has also provided annual interactive student interviews with Holocaust survivors. Parents have been invited to participate as well. Recently, the IDL connected SMS with a local hospital to view and pose questions during a live three-hour open-heart surgery.

SMS teachers openly share their knowledge and experience with future educators from local universities (St. Xavier, Dominican University, Governors State University, Lewis University, Trinity College, and St. Francis University). Students majoring in education complete clinical observation hours and student teaching requirements through this partnership.

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

St. Michael School believes that Catholic education provides an opportunity to reinforce the principles and values of Church, home, and community in an effort to mold tomorrow's citizens. SMS works closely with the parent community to meet that goal.

SMS communicates with families and community in a variety of ways. A school website and teacher webpages are updated regularly to provide information and support. Conferences, phone calls, weekly principal newsletters, emails, and phone blasts provide additional and immediate communication. The Church bulletin informs families of upcoming events and showcases student achievements. Regular "Breakfast with the Principal" and "Evening with the Principal" meetings are held throughout the year to provide an opportunity for open discussion of current school matters.

Children benefit when teachers and families collaborate. Family members are invited into classrooms through programs like Mystery Reader, Art Awareness, Holiday Parties, Scarecrow Fest, and Grandparents'/Special Friends' Day.

Moreover, parent volunteers participate in a variety of extra-curricular activities including athletics, Choir, Scouts, Drama, Mock Trial, Video Club, and Yearbook.

Dedicated family organizations continue to support school spirit:

- The School Advisory Board meets monthly to advise the principal and pastor on budgetary and policy matters.
- The Family School Association runs the social arm of the school community. FSA organizes family events such as Partner Families, Mom's Morning Out, Book Fair, Santa's Workshop, Caring Committee, and Uniform Resale.
- The Marketing Team works closely with local newspapers, social media, and the school community to publicize school events and academic achievement. The team also organizes Open House during Catholic Schools Week for prospective parents and students.

- Unique to SMS are Junior Marketers, Grade 6-8 students who report on school events from a student's perspective. Articles are published in the church bulletin and local papers. Junior Marketers also act as video reporters and present stories during weekly Video Club presentations to the entire school.

## **PART V - CURRICULUM AND INSTRUCTION**

---

### **1. Curriculum:**

**RELIGION:** The traditions and doctrines of the Catholic Church are interwoven into all aspects of the school's environment. Prayer, weekly school liturgies, sacramental preparation, daily Religion classes, Scripture, family life, and service to the community all lend to the spiritual development of our students.

**LANGUAGE ARTS:** The building blocks of decoding, phonemic awareness, phonics, grammar, vocabulary development, and oral and written presentations provide a firm foundation for language. These building blocks enable students to incorporate higher-order thinking skills in reading, writing, and speaking such as inference, research, and critical thinking into all academic content areas.

**MATHEMATICS:** The mathematics curriculum uses multiple concrete experiences to advance into abstract reasoning. Manipulatives play an important role particularly in the primary grades. Computation, estimation, algebra, and problem solving are a focus at all levels. All seventh graders receive pre-algebra as a full year program; eighth grade offers two levels of algebra.

**SCIENCE:** SMS provides an integrated, inquiry-based program focusing on all science disciplines. Through observation, hands-on activities, small group work, teacher demonstration, and field trips, students develop skills in critical thinking, problem-solving, and the use of the scientific method. STEM education includes primary science expo, robotics, virtual field trips, research-based projects, computer-based labs, and exposure to careers in science by guest speakers. The curriculum creates self-reliant problem solvers, innovators, and inventors.

**SOCIAL STUDIES:** Students acquire knowledge in five areas -- history, geography, economics, sociology, and government/political science -- enabling them to become an active and responsible member of society. Current events, on-site virtual field trips, national social studies competitions, and situational problem-solving experiences provide students the opportunity to become aware of the world around them.

**VISUAL AND PERFORMING ARTS:** Fine arts education is a weekly part of K-8 curriculum providing students with multiple opportunities to explore their emerging talents. Classes are designed to further students' knowledge of a variety of fine art media and art in today's world. Projects presented to students are progressively challenging. Students experience the creative process while exploring the elements and principles of art as well as art appreciation. The fine arts program includes music, chorus, band, and drama with various performances throughout the year.

**PHYSICAL EDUCATION:** The physical education program develops socialization skills, sportsmanship, teamwork, and responsibility. Mutual respect and creativity are promoted in programs offered in nutrition, self-defense, leadership training, dance, golf, and intramurals. These programs develop life skills for healthy living.

**TECHNOLOGY:** Technology goals promote, facilitate, and enhance the teaching and learning efforts of students and faculty. To become technologically proficient, students develop skills through integrated activities in PreK-8 curriculum. These skills are introduced during computer classes and refined with teachers as an integral part of the learning process. Classes provide a framework for technology literacy and demonstrate a progression from physical manipulation skills in the use of technology to intellectual skills necessary for information use. To meet the challenges of today's technology-rich world, classrooms are equipped with interactive SMART Boards, SMART Slates, networked computers, and 46" LCDs connected to a networked video broadcasting system. Teachers and students also have access to

three computer labs, laptops, iPads, e-book readers, an interactive response system, and a state-of-the-art *Interactive Distance Learning* video-conferencing system.

**WORLD LANGUAGES: St. Michael School is compliant with the program’s foreign language requirement.** All students receive World Language instruction by certified teachers. French is taught to PreK-K students while students in Grades 1-6 experience Spanish weekly. Junior High students participate in a daily program that concentrates on conversation thus preparing them to enter the global community.

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

A major goal of St. Michael School is to create life-long learners. From PreK-8, teachers incorporate programs which include reading, writing, phonemic awareness, spelling, literature and grammar. SMS's selection of the *Macmillan McGraw Hill Treasures* program (Grades 1-4) follows this balanced literacy approach.

Letters and sounds are introduced and mastered using the *Jolly Phonics* program (PreK-1) with Intensive Phonics expanding this knowledge. Classroom environments are rich with print and stimulate reading. The *Daily 5 Café* meets each student at their level as they read to self, read to someone, listen to reading, work on writing, and word work. Units include model writing, share the pen, and independent writing.

Fluency, comprehension, reading and vocabulary strategies, and skills are developed and reinforced through informational text and study skills, leveled readers, student-led classroom discussions, genre based research writing projects, essays, poetry, and book reports (Grades 3-4). All of these writing projects are included in personal writing portfolios intended for student reflection. Grammar, mechanics, and usage become an integral part of the students’ developing reading and writing skills through modeling and individual writing assignments. Students are provided with age-appropriate reading lists, and are required to complete a “Summer Journal” and “Summer Reading Log” to encourage independent reading and writing over summer months.

Reading skills continue to evolve in Grades 5-8 through *Glencoe Literature Anthologies*. High interest novels and SCOPE and STORYWORKS publications integrate the Common Core standards. Literary terms, vocabulary understanding, daily discussions, student presentations, and projects showcase student understanding of full language literacy.

A variety of methods are used to teach all children to read regardless of ability. These include whole group, small groups, and individualized instruction. Online resources, games, cd’s for auditory learners, a multitude of video tools, and classroom libraries enable students the opportunity to enhance their reading skills. Differentiated instruction addresses the needs of all learners through learning centers, Readers’ Theatre, the reading enrichment program for grades 2-4, *Accelerated Reader*, and *Junior Great Books*. Classroom teachers, a resource team, and multiple classroom aides implement specialized programs including *AIMSweb*, *FLRT*, *ELS*, and *My Reading Coach*.

These components lead SMS students to a lifetime of literacy independence. Terra Nova scores validate the success of the SMS reading program. Over 97% percent of the seventh grade students scored above the 50%ile.

## **3. Mathematics:**

St. Michael School creates a challenging and exciting mathematical environment that prepares students for the 21st century technological world. The spiraling mathematics curriculum aligns to standards of NCTM, Illinois, and the Archdiocese of Chicago using backwards design and curriculum mapping. A strong emphasis on real-life problem solving, computation, estimation, and manipulatives are evident

throughout the curriculum. Small groups, cooperative learning experiences, and mathematical games reinforce concepts. The technology-rich environment encompasses SMART technology, calculators, iPads, IDL opportunities, exposure to graphing calculators, and work in the computer lab. This STEM approach incorporates mathematics into other curricular areas.

Core concepts begin in PreK-K, and are reinforced with increasing depth in Grades 1-5 utilizing the Pearson series. Algebra and geometry are introduced in PreK and continue to develop through the use of concrete and hands-on experiences. *Prentice Hall Mathematics* is used in Grades 6-8. Sixth grade students are introduced to pre-algebra in Course 1. Course 2 in seventh grade allows completion of pre-algebra concepts. Based on prior success and Terra Nova scores, eighth grade students are placed in algebra or accelerated algebra. To encourage the highest level of mathematical skills and competency, algebra has been an integral part of SMS's curriculum for nineteen years along with an accelerated algebra class for the last ten years.

Individuals are offered the opportunity to excel through high school academic bowls, Illinois Math League, *MathCounts*, and the St. Jude Math-a-Thon. *Apangea Math* (a computer based individualized program) is offered as enrichment for 25% of fifth through seventh grade students. This program focuses on problem solving and independent learning and challenges students to work above grade level. An accelerated math program was developed in 2011 for talented fifth and sixth graders. These students work above grade level with the goal of completing the curriculum and moving on to advanced high school math as an eighth grade student. Certified resource teachers work collaboratively with classroom teachers to meet the needs of students with diagnosed learning disabilities. Intervention is provided by utilizing *Apangea Math*, the Glencoe *Math Triumph* series and RTI strategies. Teachers provide enrichment, review and reinforcement activities for all students' summer review using [www.thatquiz.org](http://www.thatquiz.org). Terra Nova scores validate the success of the SMS mathematics program. Over 98% of the seventh grade students scored above the 50<sup>th</sup>ile in 2012.

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

“Children who learn a foreign language beginning in early childhood demonstrate certain cognitive advantages over children who do not” (Caccavale 2007). Second language instruction provides young children with better cognitive flexibility and creative thinking skills. St. Michael School offers an extensive foundation to world languages. Instruction implements multiple intelligences which incorporate interpersonal activities such as cooperative groups and intrapersonal experiences with writing. A variety of learning activities keeps students engaged and challenged. The use of verb templates and graphic organizers augments visual/spatial intelligence.

SMS's foreign language began in 1994 for Junior High students and expanded to all grade levels in 2009. French (PreK–K) and Spanish (Grades 1-8) are based on the five C's of foreign language: communication, cultures, connections, comparisons, and communities. PreK–K utilize the PIM French program designed for early learners. Classes are taught bi-weekly to PreK and once a week to Kindergarten for thirty minutes. Spanish is taught weekly for forty-five minutes to Grades 1-6 transitioning to a daily forty-minute program for Junior High. The academic foundation of this program relies on Heywood Wald's *Spanish is Fun* for Grades 5-6; the Junior High Spanish curriculum utilizes Prentice Hall's *Realidades* series.

Students concentrate on class activities that emphasize listening, speaking, reading, and writing. Creativity is enhanced with games, songs, SMART Board activities, puppets, projects, and peer dialogue. Foreign language is connected to the Catholic faith in an age appropriate exposure to prayer and an invitation to participate in the parish liturgical celebration of Our Lady of Guadalupe. Students take part in hands-on activities to further understand the Hispanic philosophy of death with the creation of an altar and sugar skulls as part of a Day of the Dead observance. Culminating activities have included a world language musical.

Fifth through eighth grade students participate in a traveling Christmas show to share cultural songs and activities with young students. Other cultural opportunities are field trips (Flamenco dancing) and various Cinco de Mayo activities. Guest speakers for career day focus on the importance of Spanish in the global world.

The Junior High daily program emphasizes the importance of Spanish in today's workplace. Classroom experiences include conversation and higher level grammar skills. This program provides the foundation for placement into advanced world language study at the secondary level.

## **5. Instructional Methods:**

St. Michael School welcomes students having a variety of background knowledge, experiences, interests, and levels of readiness. SMS prides itself in building students' educational foundation based on Best Practices, faculty modeling, teacher collaboration, and achievable goals. Utilization of high quality data driven instruction and academic interventions are matched to students' specific needs within both general education and resource classrooms.

SMS implements evidence-based teaching methods that have been tested, retested, and approved. SMS's teachers' understanding of learning styles is an essential element used for the development of individual adaptation to diverse sensory modes for effective learning. Differentiated instruction is a critical aspect of SMS's goals to maximize the success of all students. To effectively differentiate instruction, the faculty and staff of SMS keep three areas in mind: the zone in which learning occurs, learning styles, and authentic educational assessment.

In the general education classrooms, along with accommodations detailed in ICEPs, teachers use stations, leveled readers and workbooks, *Daily 5 Café*, manipulatives, labs, small groups, and other methods to differentiate instruction for all students.

The faculty uses *AIMSweb* and Terra Nova results, as well as other formative and summative assessments, to determine ways to differentiate and determine meaningful interventions necessary to maximize students' achievement. The Kaufman Brief Intelligence Test, SAGES, and Woodcock-Johnson are administered if additional data is needed.

An exceptional resource staff consisting of two resource teachers, a reading specialist, two Talented and Gifted (TAG) teachers, a learning lab facilitator, and instructional aides provides instruction through various research-based learning tools. Those most utilized and proven successful for students are: *Read Naturally*, *Wilson Reading*, *My Reading Coach*, *Essential Skills Series*, *ELS*, *FLRT*, *Visualizing and Verbalizing*, *Math Triumphs*, and *Apangea Math*. SMS teachers work collaboratively to create a safe, nurturing, and faith-based learning environment in which all students thrive.

## **6. Professional Development:**

The challenges of the 21st century and increasingly complex needs of students require sophisticated teaching strategies and skills. To provide programs and activities that foster rigor and excellence, fully align with Common Core Standards, and ensure that SMS students have high quality teachers, staff development activities are mandatory throughout the year. The anticipated outcome of these activities is for teachers to update their skills and knowledge, transform their roles as educators, and increase student achievement.

In addition to attending off-site workshops, teachers are provided with professional development opportunities on-site. SMS's in-service days have included differentiated instruction, cooperative learning, multiple intelligences, RTI, and mastery of curriculum mapping. Among these presentations,

both formal and informal instruction is given to integrate digital resources available throughout the school.

As a result of ongoing professional development activities, SMS teachers have become effective life-long learners with skills to locate and communicate information in a variety of media and formats. All grade levels actively integrate technology daily through the use of SMART Boards and LCDs in every classroom. In addition, an IDL system, iPads, e-book readers, laptops, student response system, and three computer labs are available to meet the needs of teachers and students. These digital tools empower teachers to employ a variety of instructional strategies that enable students to think critically, solve problems, and demonstrate skills. Technological resources also provide critical assessment tools to evaluate student learning and modify instruction when needed.

To support the pursuit of professional growth, SMS teachers are offered a \$1,200 annual professional development stipend. Teachers use these funds to enrich their knowledge of curriculum, Common Core Standards, research-based Best Practices, differentiated instruction, pedagogy, and technology. Teachers' professional development is enhanced through participation in professional organizations, attendance at formal seminars, workshops, national conferences, and ongoing graduate-level course work.

Presently faculty members hold Masters Degrees in: Elementary Education, Teaching and Leadership, Special Education, Learning Disabilities and Behavior Disorders, Reading, Curriculum and Instruction, Mathematics, Health, and Education School Administration. Endorsement Certificates held or being completed by faculty include: Special Education, Spanish and French, Language Arts, Mathematics, Social Studies, and Physical Education. Our resource teachers are specialists holding Masters Degrees in Reading, Learning Disabilities, and Multicategorical Special Education. Attainment of advanced degrees and endorsements provides SMS's faculty with the capability of meeting the diverse needs of all SMS students.

## **7. School Leadership:**

The St. Michael School leadership team is comprised of the Parish Pastor, School Principal, School Advisory Board, and Faculty Administrative Team. All facets of leadership are committed to openly sharing ideas and a spirit of collaboration indicative of the school's primary goal -- continued intellectual and spiritual growth of SMS students.

The Pastor, Principal, and School Advisory Board work harmoniously to sustain the financial stability of the school. Significant efforts are demonstrated in both marketing and fundraising. New families become acquainted with the school during Catholic Schools Week. An Open House includes tours led by eighth grade Student Ambassadors/Student Council members; and FSA members are available to address questions.

Annual fundraisers are held to sustain affordable tuition. Fall Fest, a four-day event of food, carnival, and fellowship, brings the entire parish together to support the school. Track-a-Thon is an opportunity for parents and friends to support students during an annual walk.

The Principal is responsible for the faith and academic development of the students and is visible throughout the school. Each day begins with prayer, led by the principal. She greets students at the door each morning, frequently visits classrooms, and is present during children's lunch.

The Principal strives to ensure both the faith and professional development of the faculty. In keeping with SMS's mission, faculty gathers for daily prayer. In addition to regular faculty meetings, in-service meetings are held addressing current topics: Core Standards and Curriculum Development, RTI, technology, and classroom management. The faculty also comes together for social and celebratory events.

SMS maintains a collaborative relationship between principal and parents/guardians. The principal writes a weekly newsletter which is available online and includes a “What’s on Your Mind” opportunity for parents to express thoughts, concerns, and suggestions. Regularly scheduled “Breakfast with the Principal” and “Evening with the Principal” allow a forum for discussion. An “open door” policy for parents/guardians is a commitment to continue to build strong relationships.

The Administrative Team, composed of faculty from early childhood, primary, intermediate, junior high levels, and activity classes, meets on a regular basis providing an opportunity to both initiate and continue discussion on topics proposed by the team. The team works with the principal to establish school policies.

In summary, SMS's leadership teams collaborate to support the mission of SMS. Each child is provided with an optimum atmosphere to grow in faith, academics, and culture.

## 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.)

<b>K</b>	<b>1st</b>	<b>2nd</b>	<b>3rd</b>	<b>4th</b>	<b>5th</b>
<u>\$4225</u>	<u>\$4225</u>	<u>\$4225</u>	<u>\$4225</u>	<u>\$4225</u>	<u>\$4225</u>
<b>6th</b>	<b>7th</b>	<b>8th</b>	<b>9th</b>	<b>10th</b>	<b>11th</b>
<u>\$4225</u>	<u>\$4225</u>	<u>\$4225</u>	<u>\$</u>	<u>\$</u>	<u>\$</u>
<b>12th</b>	<b>Other</b>				
<u>\$</u>	<u>\$</u>				

4. What is the educational cost per student? (School budget divided by enrollment) \$4347

5. What is the average financial aid per student? \$1478

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?  
0%

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 1%

# PART VII - ASSESSMENT RESULTS

## NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: Terra Nova

Edition/Publication Year: 3rd edition/2009 Publisher: CTB McGraw-Hill Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	81	79	83	71	80
Number of students tested	48	48	68	49	62
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
Terra Nova 2nd, edition was administered in 2008. In 2009, testing changed to Terra Nova, 3rd edition.					

13PV108

## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: Terra Nova

Edition/Publication Year: 3rd edition/2009 Publisher: CTB McGraw-Hill Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	79	72	75	69	70
Number of students tested	48	48	68	49	62
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
Terra Nova 2nd edition was administered in 2008. In 2009, testing changed to Terra Nova, 3rd edition.					

13PV108

## NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: Terra Nova

Edition/Publication Year: 3rd edition/2009 Publisher: CTB McGraw-Hill Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar			Mar	
<b>SCHOOL SCORES</b>					
Average Score	83			64	
Number of students tested	40			67	
Percent of total students tested	100			100	
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
The Archdiocese of Chicago mandates yearly testing in Grades 3, 5, and 7. To track school progress more closely, Saint Michael School also tests 4th grade every four years.					

13PV108

## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: Terra Nova

Edition/Publication Year: 3rd edition/2009 Publisher: CTB McGraw-Hill Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar			Mar	
<b>SCHOOL SCORES</b>					
Average Score	86			73	
Number of students tested	40			67	
Percent of total students tested	100			100	
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
The Archdiocese of Chicago mandates yearly testing in Grades 3, 5, and 7. To track school progress more closely, Saint Michael School also tests 4th grade every four years.					

13PV108

## NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: Terra Nova

Edition/Publication Year: 3rd edition/2009 Publisher: CTB McGraw-Hill Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	86	69	73	76	78
Number of students tested	63	51	66	66	67
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
Terra Nova, 2nd edition was administered in 2008. In 2009, testing changed to Terra Nova, 3rd edition.					

13PV108

## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: Terra Nova

Edition/Publication Year: 3rd edition/2009 Publisher: CTB McGraw-Hill Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	85	65	68	80	84
Number of students tested	63	51	66	66	67
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
Terra Nova, 2nd edition was administered in 2008. In 2009, testing changed to Terra Nova, 3rd edition.					

13PV108

## NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 6

Test: Terra Nova

Edition/Publication Year: 3rd edition/2009 Publisher: CTB McGraw-Hill Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar			Mar	
<b>SCHOOL SCORES</b>					
Average Score	77			76	
Number of students tested	43			65	
Percent of total students tested	100			100	
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
The Archdiocese of Chicago mandates yearly testing in Grades 3, 5, and 7. To track school progress more closely, Saint Michael School also tests 6th grade every four years.					

13PV108

## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 6

Test: Terra Nova

Edition/Publication Year: 3rd edition/2009 Publisher: CTB McGraw-Hill Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar			Mar	
<b>SCHOOL SCORES</b>					
Average Score	84			86	
Number of students tested	43			65	
Percent of total students tested	100			100	
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
The Archdiocese of Chicago mandates yearly testing in Grades 3, 5, and 7. To track school progress more closely, Saint Michael School also tests 6th grade every four years.					

13PV108

## NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 7

Test: Terra Nova

Edition/Publication Year: 3rd edition/2009 Publisher: CTB McGraw-Hill Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	87	79	87	71	76
Number of students tested	62	71	63	78	61
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
Terra Nova, 2nd edition was administered in 2008. In 2009, testing changed to Terra Nova, 3rd edition.					

13PV108

## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 7

Test: Terra Nova

Edition/Publication Year: 3rd editon/2009 Publisher: CTB McGraw-Hill Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	79	76	83	79	77
Number of students tested	62	71	63	78	61
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
Terra Nova, 2nd edition was administered in 2008. In 2009, testing changed to Terra Nova, 3rd edition.					

13PV108 30