

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: Urban or large central city

4. Number of years the principal has been in her/his position at this school: 10

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	48	85
K	33	35	68
1	26	19	45
2	24	18	42
3	23	20	43
4	27	21	48
5	27	15	42
6	30	17	47
7	19	13	32
8	14	15	29
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total in Applying School:			481

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
7 % Asian
7 % Black or African American
10 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
65 % White
11 % 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: 25%
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.	72
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	47
(3)	Total of all transferred students [sum of rows (1) and (2)].	119
(4)	Total number of students in the school as of October 1, 2011	481
(5)	Total transferred students in row (3) divided by total students in row (4).	0.25
(6)	Amount in row (5) multiplied by 100.	25

8. Percent of English Language Learners in the school: 0%
Total number of ELL students in the school: 0
Number of non-English languages represented: 0
Specify non-English languages:

9. Percent of students eligible for free/reduced-priced meals: 23%

Total number of students who qualify: 110

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: 2%

Total number of students served: 8

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>1</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>5</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>8</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>5</u> Speech or Language Impairment
<u>1</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>0</u> Developmentally Delayed

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

	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>22</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>7</u>	<u>4</u>
Paraprofessionals	<u>6</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>5</u>	<u>5</u>
Total number	<u>42</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:

22:1

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	97%	97%	97%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

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

Northside Catholic Academy (NCA) is a consolidation of 6 area parishes. We are currently in our 19th year. Our mission is “To know, love and serve God by providing a challenging academic education integrated with Catholic values and morals while developing the whole person intellectually, spiritually, physically, emotionally and socially. NCA faculty and staff work with the six parishes, parents and students to create an environment where people care for and respect each other.” (NCA Mission Statement, 2008)

As a consolidation, NCA’s traditions have roots in our sponsoring parishes which help connect us to our past. Our annual Christmas and Spring Shows highlight the performance talent and confidence our students have. The Advent and Lenten service projects help keep the school community grounded and focused on how we can contribute to building social justice. The annual Leadership Mass serves as the installation of the student government officers and representatives which give the students a clear voice in their school. The many graduation related festivities integrate students from Kindergarten through 8th grade as well as staff and parents in celebrating the achievements in our community. The faculty gather weekly for prayer and breakfast to build community and maintain our focus. Finally, our students K-8 take turns leading the morning prayer and pledge over the PA every day. This builds confidence in all students to speak well in front of an audience.

Here are just a few accomplishments of which we are extremely proud: NCA graduates are accepted into selective enrollment high schools (95% are accepted at their first choice school!) and reports from high schools indicate that many of our students go on to be honor roll students. Our school’s enrollment has not only stabilized but is growing. Our Terra Nova scores are significantly above the national average. We are also very proud of the fact that within the last 7 years, our school community has paid off a \$500,000 debt and opened a \$300,000+ endowment, ensuring the future viability of our school.

At NCA our students receive an excellent, well-rounded education integrated with Catholic values and morals that focuses on developing the whole person. Our students consistently score well above the national norms on standardized tests, they are accepted to the most elite Chicago high schools year after year, they win awards in academic and athletic competitions. Yet, what’s even greater than these accomplishments is the strong sense of community at our school. When parents are surveyed they consistently comment that the single thing that sets NCA above and beyond other schools is community. Our community, which includes students, faculty, staff, parents, grandparents, parishioners and neighbors, is welcoming, engaged and cohesive. Through collaboration and open communication not only do our parents feel welcomed at the school, we also are blessed to have the support of neighborhood and grandparent volunteers. Not only do students thrive in this environment, but also the incredible community fosters the growth of the entire family. When families are forced to move away because of job changes or other reasons, we often hear back from them about how wonderful our school is and how much they miss it. We also know that our school is unique when students transfer in or new teachers are hired. Without these comparisons we might take for granted the specialness of NCA.

NCA’s diversity is one of our greatest strengths. One of the unique characteristics of NCA is the great diversity of our student population. We have families that have come to NCA from all over the world, which provides a culturally rich environment for our students and staff. Since we have children from a variety of ethnic backgrounds, we do promote and celebrate the many different ethnic, racial, and cultural traditions that our children have experienced. People from different religious traditions are always welcome at NCA, as treating all people with ‘respect and dignity’ is a priority at NCA. Our student population reflects the demographics of the neighborhood. Diversity does not just happen but is a conscious effort at NCA. Through outreach and scholarship money, we are able to maintain a 38% minority population and 23% of our students participate in the federal Free/Reduced lunch program. In

addition, 2 % of our students have some kind of service plan (IEP or 504) which ensures ability level diversity within our classrooms as well. The school's budget includes an allocation of over \$275,000 in scholarships each year. This deliberate commitment to diversity makes us strong so that our students have a realistic understanding of the world and how to work with a wide range of different people.

NCA is a school community dedicated to preparing its students for success in 21st century, global society.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

NCA administers the Terra Nova Standardized tests each year to students in Grades 3-7. Grade 8 takes the Explore test (ACT) in the fall. In addition to that, we administer the Dibels Standardized Screening in Reading and the Easy CBM Math assessment for Kindergarten through Grade 6 three times a year. In addition to the Terra Nova standardized tests for academic achievement, we also administer the InView test which is a test of a child's cognitive skills.

On the Terra Nova and Explore tests we aim for individual scores to be at the 70th percentile. We expect that students make at least one year's worth of growth in Math, Reading, English, Science, and Social Studies. We compare each student's anticipated score with their actual score and expect that students meet or exceed their anticipated score in each of the subject areas previously mentioned. We provide accommodations for students who have IEP's and their results are not counted in the group results but their individual results must show growth.

For the Dibels and Easy CBM Math assessments we expect that students will score at the Core Level, indicating that they have been successful and are on grade level target in a variety of skills in both Reading and Math.

b. NCA, over the past five years, has been at or greater than the 58th NCE (Normal Curve Equivalent) in all subject areas. This is considered significantly above the national average of 50th NCE. The reason for this consistency in high scores comes from the fact that we have worked hard at identifying areas/skills that are deficit and have worked hard to close the gaps that exist. We have also adjusted our curriculum timing so that skills that are tested have been taught prior to the test thus insuring that the test is measuring what has been taught.

The scores indicate increased growth by each class as they move from grade to grade with highest scores being achieved in Grade 7. As noted by our superintendent, Sr. Mary Paul, and upon her review of Terra Nova results system wide – "The longer a student is with our system, the higher the achievement test results."

In Math our scores continued to show steady growth from 2008 through 2011. In 2012 there was a slight dip in our scores for Grades 3, 6 and 7. Our success is based upon the selection and implementation of the Everyday Math 3rd Edition. Teachers were trained by the authors and all necessary components to the program were provided. The 2012 dip primarily occurred since new students (unfamiliar with Everyday Math) entered the school. In grades 6 and 7 despite that dip, individual grade level groups still showed growth from year to year. It should also be noted that our obtained Math scores surpassed our anticipated scores at every level. NCA has been engaged with the University of Chicago over the past three years in a math initiative that involves a coaching component targeted at improving math instruction as well as ongoing professional dialogue with math educators from neighboring schools also in this initiative. The professional learning community that has evolved enriches math instruction at NCA.

In Reading over the last five years our scores have been inconsistent at all grade levels. Negative differences exist between the anticipated and obtained scores. The reasons the scores are inconsistent are twofold – our instructional materials are outdated and teachers are using a piecemeal approach to reading. Teachers are using a variety of materials and research to determine what and how skills will be taught. Recognizing this as an area of concern, the literacy committee was formed and created a literacy vision statement which drives decisions that are made in reading. The committee's work continues as it reviews and evaluates instructional materials for adoption in 2013-2014. In addition to this work, the committee is

leading the NCA faculty through the process of transitioning to the ELA Common Core State Standards and the powering of those standards for implementation.

In Language the scores show a positive difference between anticipated and obtained scores. The reason for this is that we do writing on a consistent basis beginning in PreSchool. The students are exposed to a variety of writing and also practice a variety of types of writing in all grades. There is a consistent approach in the 6 + 1 Traits of Writing program being utilized by the majority of teachers.

2. Using Assessment Results:

Terra Nova results are analyzed and used on a variety of levels – the school level, the grade level, and the individual level. These results are examined twice a year and are used by teachers throughout the year. We first analyze the results in May for the students in their present grade and then again at the beginning of each school year when teachers receive the scores for their new class. On the school level, we look at the areas of strength by subject area first. We also look to see if the actual score in each subject area meets or exceeds the anticipated score. Once the subject area of concern is identified, we then examine what may be causing the weakness and discuss how we will strengthen the area. For example, in 2008, the major area of weakness was Math. We determined that the cause of this was lack of consistent teacher training and lack of teachers having all the components necessary to implement our Math program, Everyday Math. We purchased the newest edition of the Everyday Math program for all teachers, provided them with all the components for the program and had the authors of the program do a full day training for each level. The result of this action was that the Math scores went from being an area of weakness to being our area of strength.

Using the InView data of the Terra Nova, we look at a child's CSI (cognitive skills index) and the data that indicates whether a student is a verbal or nonverbal learner to form balanced heterogeneous homeroom groups. This data is also used by teachers to form instructional groupings within the heterogeneous classrooms.

Grade level analysis looks at the subject areas of strength and weakness; but, a closer analysis is done on the skill level. For each subject area, skills are rank ordered to determine which skills are strong and which are weak. The grade level teachers then determine which one skill in each subject they will focus on and together make a plan to strengthen that skill.

On the individual level, teachers analyze each child's scores in many ways. They first look to see if a child is meeting or exceeding their anticipated score. Next, the OPI sheet on each child gives the skill areas where children are weak in a particular subject. This data is then used to form instructional groupings. Working with these groupings and with the help of resource teachers who push into classrooms at least one hour a day, the needs of students are addressed.

In the last two years, we have purchased the item analysis of the Terra Nova. Teachers have used this analysis to determine the most frequently missed questions. These questions are linked to a particular skill area. The teachers then focus on that skill area throughout the year. An example of such analysis has helped us to improve certain skills in certain grade levels. In third grade, this year, using the item analysis, teachers discovered that most students missed all the questions related to a nonfiction passage. The third grade teachers adjusted their instruction to include more nonfiction passages in reading, showing third graders how to read nonfiction and also how to answer questions about a nonfiction piece.

In addition to the Terra Nova and InView tests, we also use the data from the Dibels and Easy CBM Math which are administered three times a year. These results indicate whether the core instruction program in Reading and Math are meeting the needs of students. For students who need strategic support or intensive support, teachers determine interventions to be used either in small group instruction or on a one to one basis. The instruction is provided by the classroom teacher, a resource push-in person, or the Title

I teacher. After interventions have been provided, a student is then progress monitored to see if he/she has learned the skill or if continued support is needed in the form of another intervention. After being progress monitored, the intervention is stopped if the child has moved into the core area, or adjusted if necessary. The groupings formed always remain flexible and changing depending on the skill needs of students.

b. Terra Nova Results are published in the Parent Newsletter and parents are invited to attend a meeting explaining the results. The principal also gives a formal report to the School Board indicating the areas of strength and concern, as well as giving them longitudinal data to see progress over years in subject areas and grade level groups. Each parent receives a home report showing the child's score in each subject area. The report also shows the mastery level of skills in each subject area and ways they can help their child in each area.

3. Sharing Lessons Learned:

NCA understands that successful education requires collaboration on multiple levels. In this spirit, we have developed numerous mutually beneficial relationships with other schools. Here are a few examples:

We collaborated with St. Agatha & St. Matthias on the development of our RTI program through a joint grant sponsored by the Big Shoulders Fund and Loyola University. Over the course of 3 years, the faculties and administrations of these three schools met repeatedly, under the guidance of a Loyola University professor, to collaborate and support each other in the implementation of RTI at our local sites.

NCA participates in ongoing, shared professional development efforts with Our Lady of Mount Carmel Academy and Old St. Mary's School (both here in Chicago) in the adoption and implementation of Inquiry Based learning for science and social studies K-8.

Our Director of Curriculum and Instruction provides professional development at St. Margaret Mary School, our neighbor to the north, to help develop teacher capacity for using Terra Nova test data to improve curriculum and instruction.

We have an Archdiocesan Early Childhood Specialist on staff. In her role as a specialist, this teacher supports other Archdiocesan Preschool and Kindergarten teachers in developing best practices in their classrooms through observation, consultation, mentoring and workshops.

The NCA administration attends the Center for Catholic School Effectiveness conference annually to collaborate with Catholic school administrators and teachers from all over the world, sharing what works in our school (as well as our struggles), and learning from their successes and struggles as well.

NCA's administrators are partnering with Loyola University in designing their new teacher preparation program. In this partnership, the university and the local school partners are working to develop ongoing, practical field experiences for teacher candidates from the moment they enter the Loyola University School of Education.

The NCA community understands that working in isolation will not result in strength for our children or our school programs. We see opportunities for collaboration within our community, the Archdiocese or beyond, to be vital in establishing a strong educational future for our children and our school in this global society.

4. Engaging Families and Communities:

People often describe NCA as a "Mayberry" kind of place. Although it's situated on the northeast side of one of the largest US cities, NCA has a small town feeling. Teachers, administration and staff are

welcoming and inviting, parents are actively involved in the school and community, and students volunteer in the community. It is not through luck or chance that this amazing community thrives at NCA - it's through deliberate efforts.

At the most basic level, we consciously create a warm and inviting atmosphere inside and outside our buildings. The exteriors are adorned with attractive banners of students, our entrances have welcome signs, and our hallways are cheerfully decorated. Our office staff is friendly, considerate and helpful.

Effective communication is an important strategy to involve families and community members. We recognized early on that in today's fast-paced digital world, we needed to actively embrace the internet and social media to stay connected to our community. Our website is kept current and full of pictures. We tweet on Twitter, post pictures to flicker and videos to YouTube, and have a very active listserv group. Each week our principal distributes a newsletter to keep parents and community leaders informed about the school's activities. Teachers write weekly or bi-weekly newsletters to keep the parents informed of the specific events within the classroom. To engage our parish communities, we write a weekly column about NCA to be published in our six parish bulletins.

Lastly, empowerment is the ultimate strategy we apply to engage families. NCA recognizes that involved parents enhance the educational experience of their children and make the school more successful. Our Parent Organization has raised funds to advance our technology and update our curriculum materials. It has organized multiple community service projects, managed our athletic programs, and planned numerous community building activities. The empowerment of the parents has made a drastic impact on the success of the school.

Loyola University, located nearby, has become a valuable community partner/resource providing many opportunities for curricular involvement and growth. NCA and Loyola University collaborate on our SEPUP science program, an Ethics Bowl for 8th graders, student teacher placement and work study opportunities in tutoring and our after-care program. This mutually beneficial relationship strengthens both institutions.

Through creating a welcoming atmosphere, effective communication systems, and empowering our parents, NCA has experienced school improvement and student successes.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

NCA's strong instructional program, based on state standards (transitioning to the Common Core), provides students with engaging and meaningful activities and lessons.

Our core curriculum includes the following:

Religion: NCA's goal is to help students develop a relationship with God using our Catholic traditions while emphasizing service and social justice. We deliberately address the National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools.

Reading: The reading program focuses on the "big ideas" of reading which are: phonemic awareness, alphabetic principle, accuracy and fluency (all stressed in PK-grade 3), vocabulary, and comprehension. The focus changes in Grades 4- 8 as students go from learning to read to reading to learn. The emphasis shifts to vocabulary in all subject areas, higher level thinking skills, and comprehension especially of nonfiction texts.

Math: NCA implements the researched-based Everyday Math program in Preschool-Grade 6. It takes a spiral approach to Math instruction and provides students with a variety of algorithms to solve problems, focusing on developing students' mathematical thinking and articulation of that thinking. Grades 7 & 8 use Glencoe's Pre-algebra and Algebra programs in preparation for high school math.

Writing: NCA students write on a consistent basis beginning in PreSchool. The students are exposed to and practice a variety of types of writing in all grades. A consistent approach with the 6 + 1 Traits of Writing program is utilized by the majority of teachers.

Science: NCA believes in hands-on, inquiry-based learning in science. The Archdiocesan inquiry units in grades K-5 address Life Science, Earth & Space, and Physical Science each year. In grades 6-8 NCA implements the SEPUP science program (the "gold standard" in middle school science) through a grant which provides on-going professional development and instructional coaching by Loyola University staff for NCA's teachers.

Social Studies: Archdiocesan Inquiry Units in grades K-8 revolve around the themes of community, culture, economics, government, world history, geography, US history, and globalization. Students are given real-world problems to explore and research in an effort to develop a "solution."

Fine Arts: NCA believes in developing the "whole child" and is therefore committed to a strong fine arts program in Preschool through 8th grade. Students explore and develop their own creativity as well as a basic understanding of art history in their weekly art classes. In music, students learn about music history as well as basic music reading skills, playing the recorder and harmonizing while singing. Middle School students are taught ballroom dancing, the art of story-telling, and theatrical skills.

Physical Education/Health: NCA is committed to developing healthy habits in our students. Our PE/Health curriculum centers on team building, physical fitness, sportsmanship and nutrition.

Spanish: NCA is in compliance with the program's foreign language requirements. Our K-3 program focuses primarily on developing basic vocabulary and simple communication practices through the use of songs, games and stories. Grades 4-8 expand and deepen the understanding of the language to include

grammatical rules and irregularities as well as more complex communication skills. It is our goal that graduates from NCA's Spanish language program should be able to test out of Spanish I in high school.

Technology: Computer skills (word processing, database creation, presentation programs, etc.) are taught to students K-8 in weekly lab classes. However, technology is also integrated throughout the curriculum in instruction as well as assessments.

College & Career Readiness: NCA 8th graders take the Explore test in the Fall each year since 2011. The data from this is used to help teachers provide necessary academic interventions for 8th graders as well as identify patterns which indicate the need for curricular and instructional adjustments.

2. Reading/English:

The school formed a Literacy Committee to formulate a literacy vision statement which drives decisions that are made in reading. The vision is one of a balanced literacy approach that emphasizes the ability to read widely, write effectively, think critically and communicate clearly. The goal is to promote literacy and lifelong learning through differentiating instruction, using ongoing and varied assessments to guide instruction, providing opportunities which promote critical and creative thinking through discussions around text, incorporating technology, collaborating to provide consistency and continuity and fostering home-school partnerships around literacy.

The reading program focuses on the "big ideas" of reading which are: phonemic awareness, alphabetic principle, accuracy and fluency (all stressed in PK-grade 3), vocabulary, and comprehension. The focus changes in Grades 4- 8 as students go from learning to read to reading to learn. The stress is now on vocabulary in all subject areas, higher level thinking skills, and comprehension, especially of nonfiction texts.

Reading skills are taught via Science and Social Studies inquiry units. Materials selected are based upon the focus of these units and include leveled readers in Kindergarten through Grade 5. At the Middle School level, students are taught reading using a variety of texts from a basal reader to novels. Phonemic awareness and phonics are taught using the Heggarty program.

Students in Kindergarten through 6th grade are administered the Dibels (Dynamic Indicators of Basic Early Literacy Skills) screening in reading three times a year. This screening instrument serves two purposes – it assesses the effectiveness of our reading program as a school and it indicates how successful each student is at reading. The results are used to identify students needing strategic or intensive reading support. Children are then placed in flexible groups to work on areas of weakness or promote challenge for those who are ready for it. Resource teachers push-in to rooms on a daily basis for 1-2 hours to assist the teacher in providing support and challenge

Middle School students who need support receive it in a variety of ways. Resource teachers are used to work with these students in small groups. Students who are having difficulty reading a novel may use books on tape or a less complicated version of the novel. Middle School students are challenged by the activities that go into more depth on a particular skill/concept and are related to the book being studied.

3. Mathematics:

NCA has adopted the 3rd Edition of Everyday Math in Grades PK through Grade 6 and is implementing the Glencoe PreAlgebra and Algebra programs in Grades 7 and 8.

The Everyday Math program was chosen for a variety of reasons. The Everyday Math program is research based. The approach used in the series is that of a spiral approach to Math. In other words, skills recycle themselves throughout the year and subsequent years rather than a traditional approach.

Concepts in the traditional approach are treated in isolation by chapter rather than students revisiting concepts over time. We do not believe the chapter by chapter approach promotes sustained learning of skills in Math. Another reason why we chose Everyday Math is that it provides students with a variety of algorithms to solve problems. The program emphasizes that problem solving is based upon students' mathematical thinking and their ability to explain that thinking. Foundational skills in Everyday Math are taught in a variety of ways and one of those ways is through Math games which are not only available and done in the classroom but can also be done at home since students have access to the online version of their Math book, reference book and games. In Grades 7 and 8 the focus switches to PreAlgebra and Algebra as we prepare our students for future Math work which they will be doing in high school as well as preparing them for a different type of mathematical thinking.

Students in Kindergarten through Grade 6 are given the easy CBM Math assessment three times a year. Teachers use these assessments to group students for support or challenge. This support or challenge is provided through the push-in of resource teachers as well as reinforcement using Math computer programs. As part of the Everyday Math program in PreK through Grade 6, teachers are provided a differentiation handbook which they use to select activities for students who need support as well as challenge. In Algebra and PreAlgebra, students are preassessed to determine who needs extra support and challenge. The teachers then create special units of study for those who need remediation or challenge and meet with those students at least three times or more a week after whole group instruction has been completed.

4. Additional Curriculum Area:

Part of the mission of NCA is to encourage each student to become a whole person and a contributing member of the community. Over the years Preschool-Grade 8, students are exposed and actively engaged in a variety of visual and performing arts: general art and music classes, ballroom dancing, story-telling, and drama. These experiences all contribute to developing in the students a sense of self-confidence, creativity, and appreciation for their gifts and talents.

In general art class students learn the fundamentals of color, shapes, lines, and perspective. Students study master works of art, identifying the basic concepts previously learned and then are challenged to create original artwork using techniques they have studied. Their work is used to decorate the school building and they take great pride in creating quality products for display.

In music class students learn about music history as well as basic music reading skills, playing various instruments and harmonizing while singing. Students at all levels perform twice a year in programs designed to showcase their musical talents. These programs help to develop in the students confidence to be in front of an audience, a sense of self discipline and respect, as well as the ability to work together to create a successful show (or product.)

Formal instruction in ballroom dancing teaches middle school students the Tango, Jitterbug, Cha-Cha and Waltz. Students develop their sense of rhythm as well as an understanding and appreciation for the elements of each dance and the "attitude" that should accompany their performance. Each year, students display their proficiency with these dances at an evening performance open to the general community. This program gives students an opportunity to develop social skills and a sense of confidence in dealing with the opposite sex.

Storytelling class exposes students to the ancient art of storytelling from a variety of cultures. Students study these cultural stories and learn how to create modern stories from their own experiences within this tradition. The art of storytelling develops the skills of listening, writing, and presentation.

Finally, in drama class students are given the opportunity to express themselves using verbal and nonverbal communication. Exposure to a variety of theatrical techniques develops student self confidence and the ability to effectively communicate.

NCA's commitment to the Arts is based on our commitment to developing the whole child.

5. Instructional Methods:

The faculty and staff of Northside Catholic Academy use differentiated instruction to meet the learning needs of our diverse population. At every level, teachers build in various assessment opportunities for student choice in demonstrating mastery of a particular skill. To meet the need for early academic intervention for children who are struggling we have established a framework for RTI. We feel that early intervention is critical to preventing long range difficulties and it strengthens the effectiveness of instruction for all children. In accordance with the core assumptions of RTI we use a variety of data. First and foremost the teacher's observation of each student is invaluable when analyzing a student's work. We use Dibels in reading and EasyCBM in math for grades K – 6, and in grades 3-8 we use the summative assessment from the Terra Nova testing. When available, we use Child Find for screening in Preschool and Kindergarten. Once we have collected the data we use it to drive our decision-making for the students. We have implemented the three tiered model of RTI and monitor the student's progress to alter the interventions for best instruction, to determine whether children are profiting appropriately, to build more effective programs for the child and to estimate the rate of student improvement. NCA established a Teacher Assistance Team (TAT) to assist with students who are having difficulties meeting age or grade level benchmarks for a specific skill. The TAT is a working group of teachers, resource people, and administration who help teachers find solutions to the instructional challenges through classroom assessment and collaborative problem solving. To further support students and teachers we have 3 teachers who are used as 'push in' instructors where they can assist individuals or small groups in a regular classroom setting. Accommodations recommended by IEPs, ICEPs and other recognized service plans are utilized and help teachers to further address the individual needs of students.

NCA also uses technology to support differentiated instruction. Teachers have access to projectors, iPads, and whole class lab capabilities. (Many classrooms are even equipped with interactive technology.) Some of the programs that are used to support core curriculum as well as differentiation are CCC! Video on Demand, Khan Academy, Dragon Speak, and online text books with access to their practice activities.

6. Professional Development:

Professional Development takes place on two levels: school wide on a particular topic and personal with each teacher pursuing his/her interests to improve instruction.

Professional Development on the school level is selected on the basis of school needs as indicated after analysis of school-wide assessment data and by research based concepts/ideas that will improve instruction and learning to meet the needs of all students.

After reviewing Terra Nova standardized testing data a few years ago, we noticed that our Math scores were consistently an area of weakness in almost every grade. We investigated the cause of this weakness and discovered that although we had adopted the Everyday Math program, teachers had not been properly trained. Many teachers also lacked all the resources to implement the program effectively. Our first step, in addition to getting all the components of the program for every teacher, was to have all teachers trained by the authors of the third edition of Everyday Math. After a year of consistency in instruction and implementation, the Math scores went from being a weakness to being a strength across grade levels. Presently we are engaged in a Professional Development Initiative with the University of Chicago, the authors of Everyday Math, involving a coaching component which again has impacted the daily instruction of Math. This component has caused teachers to become reflective of their practice.

The philosophy of our school states that each student's learning styles are addressed by a myriad of teaching strategies. As part of this philosophy, we have conducted professional development that addresses differentiation of instruction using a variety of approaches and activities that enhance each student's capacity to learn. Such instruction is indicated in lesson plans and is also observed. Terra Nova test data is analyzed to see the impact of differentiation by making sure the anticipated score of a student and the actual score meets or exceeds expectations.

Wishing to continue to improve our instruction and student outcomes, our most recent professional development has been focusing on the Common Core State standards. Teachers are in the process of powering those standards and collaboratively creating units of study that cross a variety of disciplines. Teachers now understand the vertical development of skills because of this process. Improving the rigor of the curriculum will also impact the learning of students and the outcome of assessments.

7. School Leadership:

The pastors from the 6 sponsoring parishes elect a lead pastor who serves as the school's President and has canonical responsibility and authority for the school. The principal has the responsibility for overseeing the running of the school from the big picture to the day to day details. The assistant principal supports the principal and also serves as the director for curriculum and instruction. Finally, the School Board serves in an advisory capacity to the President and principal and works via committees to strengthen and guide the school.

The administrative team (principal and assistant principal) believes strongly in distributive leadership and has formed several teacher-leader teams to help move the school forward on a variety of fronts. In developing NCA's RTI program, two teacher-leader teams were formed. The Teacher Assistance Team (TAT) is a working group of teachers, resource people, and administration who help teachers find solutions to the instructional challenges through classroom assessment and collaborative problem solving. The Universal Team plans and organizes the PBIS portion of the RTI program at NCA from the annual Teach Day activities to the scheduling of recognition activities throughout the year. In addition, the Universal Team monitors the implementation of the program and institutes refresher teaching activities when needed. Through their efforts, a positive school environment allows students and staff to focus on the school's mission.

NCA's Literacy Committee, another teacher-leader team, meets regularly to address concerns about our language arts program. Currently the team is diligently reviewing instructional materials for the new adoption of language arts materials in 2013-2014. This committee works together planning teacher in-service activities around best practices in reading instruction, as well as taking the lead in facilitating the transition to the ELA Common Core State Standards.

We maintain our focus on student achievement with the deliberate scheduling of grade level team meetings within the school day 2-3 times each week, vertical team meetings every 3-5 weeks, full faculty focused discussions on curriculum and instruction every month, and 3-4 assessment based faculty in-services/work sessions each year. In addition, we utilize universal screenings for reading and math K-6th grade 3 times/year and gather bi-weekly progress monitoring data for the students who are identified as at-risk or needing intensive interventions.

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>\$5950</u>	<u>\$5950</u>	<u>\$5950</u>	<u>\$5950</u>	<u>\$5950</u>	<u>\$5950</u>
6th	7th	8th	9th	10th	11th
<u>\$5950</u>	<u>\$5950</u>	<u>\$5950</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
12th	Other				
<u>\$0</u>	<u>\$0</u>				

4. What is the educational cost per student? (School budget divided by enrollment) \$7000

5. What is the average financial aid per student? \$3713

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?
10%

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 25%

PART VII - ASSESSMENT RESULTS

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: Terra Nova 3

Edition/Publication Year: 3rd Edition/2007 Publisher: CTB McGraw Hill Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	84	87	91	79	73
Number of students tested	46	40	51	37	41
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	0	0	1	0
Percent of students alternatively assessed	4	0	0	3	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 Archdiocese of Chicago began using the Third Edition of the Terra Nova in 2008-2009. Prior to 08-09 the Second Edition was administered. Students alternatively assessed due to special circumstances as required by individual service plans are not included in the average scores as reported by CTB/McGraw-Hill and subgroup scores are not reported because there are less than 10 students in the group.</p>					

13PV180

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: Terra Nova 3

Edition/Publication Year: 3rd Edition/2007 Publisher: CTB McGraw Hill Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	79	77	79	72	68
Number of students tested	46	40	51	37	41
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	0	0	1	0
Percent of students alternatively assessed	4	0	0	3	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 Archdiocese of Chicago began using the 3rd Edition of the Terra Nova in 2008-2009. Prior to 08-09 the 2nd Edition was administered. Students alternatively assessed due to circumstances as required by individual service plans are not included in the average scores as reported by CTB/McGraw Hill and subgroup scores are not reported because there are less than 10 students in the groups.</p>					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: Terra Nova 3

Edition/Publication Year: 3rd Edition/2007 Publisher: CTB McGraw Hill Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	85	86	82	68	64
Number of students tested	42	49	35	36	37
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	1	1	3	0
Percent of students alternatively assessed	0	2	3	8	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 Archdiocese of Chicago began using the Third Edition of the Terra Nova in the 2008-2009 school year. Prior to 08-09 the Second Edition was administered. Students alternatively assessed due to special circumstances as required by individual service plans are not included in the average scores as reported by CTB/McGraw-Hill and subgroup scores are not reported because there are less than 10 students in the group.</p>					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: Terra Nova 3

Edition/Publication Year: 3rd Edition/2007 Publisher: CTB McGraw Hill Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	75	75	69	70	76
Number of students tested	42	49	35	36	37
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	1	1	3	0
Percent of students alternatively assessed	0	2	3	8	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 Archdiocese of Chicago began using the Third Edition of the Terra Nova in the 2008-2009 school year. Prior to 08-09 the Second Edition was administered. Students alternatively assessed due to special circumstances as required by individual service plans are not included in the average scores as reported by CTB/McGraw-Hill and subgroup scores are not reported because there are less than 10 students in the group.</p>					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: Terra Nova 3

Edition/Publication Year: 3rd Edition/2007 Publisher: CTB McGraw Hill Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	83	83	82	72	82
Number of students tested	46	34	34	36	40
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	2	3	0	0
Percent of students alternatively assessed	2	6	9	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 Archdiocese of Chicago began using the Third Edition of the Terra Nova in the 2008-2009 school year. Prior to 08-09 the Second Edition was administered. Students alternatively assessed due to special circumstances as required by individual service plans are not included in the average scores as reported by CTB/McGraw-Hill and subgroup scores are not reported because there are less than 10 students in the group.</p>					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: Terra Nova 3

Edition/Publication Year: 3rd Edition/2007 Publisher: CTB McGraw Hill Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	84	78	75	74	85
Number of students tested	46	34	34	36	40
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	2	3	0	0
Percent of students alternatively assessed	2	6	9	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 Archdiocese of Chicago began using the Third Edition of the Terra Nova in the 2008-2009 school year. Prior to 08-09 the Second Edition was administered. Students alternatively assessed due to special circumstances as required by individual service plans are not included in the average scores as reported by CTB/McGraw-Hill and subgroup scores are not reported because there are less than 10 students in the group.</p>					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 6

Test: Terra Nova 3

Edition/Publication Year: 3rd Edition/2007 Publisher: CTB McGraw Hill Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	81	82	79	78	80
Number of students tested	35	30	33	41	41
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	3	0	5	0
Percent of students alternatively assessed	6	10	0	12	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 Archdiocese of Chicago began using the Third Edition of the Terra Nova in the 2008-2009 school year. Prior to 08-09 the Second Edition was administered. Students alternatively assessed due to special circumstances as required by individual service plans are not included in the average scores as reported by CTB/McGraw-Hill and subgroup scores are not reported because there are less than 10 students in the group.</p>					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 6

Test: Terra Nova 3

Edition/Publication Year: 3rd Edition/2007 Publisher: CTB McGraw Hill Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	81	75	80	82	71
Number of students tested	35	30	33	41	41
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	3	0	5	0
Percent of students alternatively assessed	6	10	0	12	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 Archdiocese of Chicago began using the Third Edition of the Terra Nova in the 2008-2009 school year. Prior to 08-09 the Second Edition was administered. Students alternatively assessed due to special circumstances as required by individual service plans are not included in the average scores as reported by CTB/McGraw-Hill and subgroup scores are not reported because there are less than 10 students in the group.</p>					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 7

Test: Terra Nova 3

Edition/Publication Year: 3rd Edition/2007 Publisher: CTB McGraw Hill Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	88	92	87	78	70
Number of students tested	32	29	34	36	29
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	0	4	0	0
Percent of students alternatively assessed	9	0	12	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 Archdiocese of Chicago began using the Third Edition of the Terra Nova in the 2008-2009 school year. Prior to 08-09 the Second Edition was administered. Students alternatively assessed due to special circumstances as required by individual service plans are not included in the average scores as reported by CTB/McGraw-Hill and subgroup scores are not reported because there are less than 10 students in the group.</p>					

13PV180

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 7

Test: Terra Nova 3

Edition/Publication Year: 3rd Edition/2007 Publisher: CTB McGraw Hill Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	78	84	78	80	73
Number of students tested	32	29	34	36	29
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	0	4	0	0
Percent of students alternatively assessed	9	0	12	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 Archdiocese of Chicago began using the Third Edition of the Terra Nova in the 2008-2009 school year. Prior to 08-09 the Second Edition was administered. Students alternatively assessed due to special circumstances as required by individual service plans are not included in the average scores as reported by CTB/McGraw-Hill and subgroup scores are not reported because there are less than 10 students in the group.</p>					

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