

PART I - ELIGIBILITY CERTIFICATION

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

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

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT

Questions 1 and 2 are for Public Schools only.

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SCHOOL (To be completed by all schools)

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

4. Number of years the principal has been in her/his position at this school: 6

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	118	98	216
K	31	25	56
1	21	13	34
2	16	14	30
3	13	15	28
4	12	10	22
5	12	13	25
6	15	14	29
7	16	15	31
8	13	13	26
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total in Applying School:			497

6. Racial/ethnic composition of the school: 2 % American Indian or Alaska Native
5 % Asian
2 % Black or African American
3 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
80 % White
8 % Two or more races
100 % Total

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

7. Student turnover, or mobility rate, during the 2011-2012 school year: 2%
This rate is calculated using the grid below. The answer to (6) is the mobility rate.

Step	Description	Value
(1)	Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year.	7
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	1
(3)	Total of all transferred students [sum of rows (1) and (2)].	8
(4)	Total number of students in the school as of October 1, 2011	497
(5)	Total transferred students in row (3) divided by total students in row (4).	0.02
(6)	Amount in row (5) multiplied by 100.	2

8. Percent of English Language Learners in the school: 5%
Total number of ELL students in the school: 22
Number of non-English languages represented: 7
Specify non-English languages:

Chinese, Polish, Romanian, Spanish, Japanese, Somali, Russian

9. Percent of students eligible for free/reduced-priced meals: 2%
 Total number of students who qualify: 8

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: 9

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>20</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>7</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>6</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>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>26</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>9</u>	<u>0</u>
Paraprofessionals	<u>15</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>5</u>	<u>0</u>
Total number	<u>57</u>	<u>0</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:

16:1

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	96%	97%	96%	96%	96%
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. Peter Lutheran School was established in 1863 to serve the children of its church and community. Now 149 years later, there is a legacy of success, achievement, and community involvement that continues to be well-known, respected, and well-received. Its mission is a commitment to prepare students for a full life in Christ by engaging them with a comprehensive, Christian education. Day to day the mission is embodied in the students, families and staff at St. Peter. As St. Peter looks to the future, its vision is that the school will become a vibrant learning community that is Christ centered, family oriented, and simply unparalleled.

The school is located in the northwest suburbs of Chicago in the village of Arlington Heights. The school moved to its current location in 1960 and in August of 2012 the latest building project was completed providing the school with four new preschool classrooms and a new multipurpose room. The school is located in an established neighborhood where many homes are occupied by second and third generation families. St. Peter serves a majority of students whose parents are professionals with middle to upper middle class income.

St. Peter has long been known for its excellent academic training. While at St. Peter, the students are provided with a strong academic foundation in all areas. In eighth grade the students take a proficiency test for high school placement from which many of the students are placed in Honors or AP classes. Students are well prepared for high school judging, also, by the many positive comments from high school teachers and other school officials as to their academic preparation, social competence, and school involvement. The alumni have achieved high academic honors, athletic achievements, fine arts awards, and school service recognition.

Student Council, Student Ambassadors, Saints Out Serving, Robotics, National Junior Honor Society, and the school newspaper all contribute in developing students at St. Peter in the areas of leadership, service and citizenship. St. Peter also coordinates a buddy program that connects an older student with a younger student. Traditional school events such as the Christmas services, Grandparent Day, Pumpkin Night, and Restaurant Night bring families and staff together to partner together in fellowship and support.

St. Peter develops students through its athletic program, also. A full range of sports is offered including cheerleading, cross country, volleyball, basketball, wrestling, and track and field. Through the years the students have achieved district, regional, state, and national recognition with the latest being an eighth grader taking first place and the team taking second in the State Lutheran Cross Country Meet. St. Peter participates in not only the Lutheran league but also in the public school sports league. Each year St. Peter hosts the State Basketball Tournament bringing in hundreds of people throughout the state in outstanding play and sportsmanship.

Fine Arts have a rich heritage at St. Peter. The band program begins in fourth grade and consists of a cadet band, concert band, wind ensemble, praise band, and a jazz band. Students are also able to participate in hand bells, choir, and orchestra. The fine arts department presents a cycle of drama/musical production each year involving students in first through eighth grade. In the area of art, students have participated and won a variety of art contests. The choirs consist of grade level choirs and also a junior high choir. The bands and choirs have also competed and won a variety of awards in local and regional competitions.

St. Peter's community involvement is a way that the school unites in mission. St. Peter supports our local community with food/clothing drives, visits to senior centers, participation in Jump Rope for Heart, Ronald McDonald House tab collection, and St. Baldrick's Cancer support. Globally, St. Peter partners with its sister school in Middleburg, South Africa with a variety of projects, packs care packages for the

military each year, collects monies for water projects in developing countries, and participates in Feed My Starving Children. St. Peter sent its first student ambassadors to its sister school in South Africa, in August, to serve for two weeks.

Recent accomplishments would include:

1. The Student Council has been awarded the state's Honor Council Award for its involvement in leadership, service, and citizenship
2. Seventh graders have received numerous gold and silver medals in the state's annual Science Fair
3. Smart Boards have been installed in all of the classrooms from kindergarten through grade eight
4. Three teachers have received teacher awards for excellence from the District Lutheran Office and two teachers have been awarded a national Lutheran teacher award

St. Peter merits the National Blue Ribbon School Award due to its long standing commitment to children and its commitment to excellence in the education of children. We have been and continue to be a school whose desire is to nurture and educate our children for success in all areas of life. The school community of St. Peter thrives as a family growing together and would all affirm that St. Peter is Blue Ribbon worthy.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Assessment Results - A:

The students in first through eighth grade at St. Peter are administered the Stanford Achievement Tests each spring. When the school receives the results they are put into a table that reflects the results for that particular class for the years they have been in attendance. In reviewing fourth grade data, for instance, the teachers will be reviewing the scores for this particular class when they were in third, second, and first grade. This allows a study of the results recorded over a period of time providing the teachers the opportunity to address any needs that surface to ensure that the learning is specific and directed to that area.

The data received from the scoring is one source from which the school improvement plan is developed. In the last plan that was developed, areas of spelling and math were identified with specific goals that reflected the need for strategies and an increase in test scores. Individual scores are also reviewed so that improvement may be directed for a specific student.

The consensus of the staff is to set the goal at 80% in the national percentile rank of the normal curve equivalent in all of the sub-tests, class averages, as well as in the overall school average. The average goal is derived from the curriculum, instruction, parent support, and the community in which we live.

While data from the standardized test are vital in analysis, there are other assessments that provide data. Tests, projects, oral work, and writing are just some of the informal assessments that are used by the teachers. Other formal assessments are AIMSweb and the Otis Lennon Ability test. St. Peter strives to use a variety of assessments to measure the growth, capacity, and needs of each individual student.

Assessment Results - B:

Five years ago St. Peter was using a variety of textbooks for reading and math instruction. The variety of materials did not provide alignment of skills and concepts. Great efforts were made by the administration and teachers to develop curriculum in both reading and math that would lead the students to continued success now, in high school, and beyond. The work of the staff and the students has generated increases overall with a few drops in scores recorded as well.

The performance results found in the testing show the following trends:

1. First grade students scores are lower than expectation due to these students taking this kind of assessment for the first time; the question format is new to them
2. Scores in spelling have continued to increase due to some intentional strategies that were developed and used consistently throughout the grade levels
3. Scores in math are slowly increasing due to the selection and implementation of a new math series two years ago as well as the benchmark testing that is being used in AIMSweb and basic math fact knowledge
4. Scores in reading have increased in some classes and school overall due to the selection and implementation of a new reading series which enables a consistency and alignment of learning across the grades levels in kindergarten through fifth grade
5. Scores in reading have been impacted by the implementation of the Jolly Phonics program and

Haggarty Phonics in the preschool, kindergarten, and first grade reading instruction

6. Scores in reading in the last year have improved with the implementation of AIMSweb which allows for three benchmark assessments during the school year enabling the teachers to address deficiencies early and to prepare strategies for improvement

Both the math and reading scores have seen increases due to the development of new curriculum in both of those areas in the last five years. With the new curriculum came the selection and integration of a new series in both areas. Enhanced teacher training with a local university, close collaborative monitoring of benchmark assessments, innovative instructional materials, and increased integrated technology have all provided a foundation for improvement in student learning and achievement.

The area of reading comprehension still reflects an area that can be strengthened. As the teachers review that data they are compelled to continue to provide strategies and opportunities for work in this area. In the area of math, problem solving shows evidence that building skill capacity is still needed. The efforts and strategies that have been developed should increase achievement.

Losses and drops in scores have happened to individual students as well as classes. There are always testing variables that impact the students taking the assessment --- illness, focus, the testing framework, and the learning differences of the students themselves. These factors are taken into consideration in the data analysis.

2. Using Assessment Results:

Assessments are used by St. Peter to evaluate and improve the learning and achievement of its students. Currently, the school administers the STAR reading inventory, the AIMSweb benchmark assessment, the Stanford Achievement Test, and the Otis-Lennon School Ability Test. The assessments are given at different times throughout the year.

When the results of the assessments are generated the teachers receive a classroom copy of the data as well as an overview of the school results. Time is given in staff meetings to analyze data to see if there are any patterns, common weaknesses, common strengths, or threads that would indicate deficiencies and to assess the attainment of any goals that were formed from previous data collected. Following the analysis, recommendations are made for improvement. The data from these assessments has been used in the following ways to improve the instruction of the teachers, the engagement of our students in learning and the academic achievement of our students:

1. A targeted area of improvement was noted in our School Improvement Plan in the establishment of Goal III: Students demonstrate excellence in the curricular areas of writing, spelling, mathematics, and a foreign language and the supporting Objective C: Students achieve at the 80th percentile or above on standardized tests. To meet this goal and objective in the area of math, the strategies included developing procedures for learning and reviewing basic math facts, math concepts, problem solving strategies, and the application of math concepts in everyday living. To meet this goal in the area of writing, a writing portfolio was implemented with specific writing guidelines for skill development and alignment through the grade levels.

2. Another targeted area of improvement was noted in the establishment of Goal III with Objective B: Students achieve at the 80th percentile or above on standardized spelling tests. The strategies that were developed to meet this Goal and Objective included developing nontraditional strategies for learning the

spelling of words, focus on reviewing and learning frequently misspelled words in daily writing and usage and providing a variety of testing methods in the assessment of spelling.

3. To further enhance and develop differentiated instruction by the teacher with specific impact on student learning the Pathways to Learning program was developed and implemented in first through fifth grades. Individual data was used to ascertain the level of reading and math instruction that would benefit each of the students with the student then being placed into learning teams. This team approach has received great reviews by teachers, students, and parents. The data being collected is showing increased achievement levels from a wide range of students many of whom are in an approaching level of reading or math.
4. Data has been used to demonstrate the need for added personnel to meet the diversity of learning levels and needs of our students. In the last five years we have added personnel in the area of special education, differentiation, and technology. All three of these areas are providing training of teachers, individual and small group work with students, and more assessment administration that is making a difference in the overall education and success of our students.
5. A closer monitoring system has been implemented through additional benchmark assessments using Diebels and AIMSweb.
6. Collaboration with our public school District 25 has benefited our staff with assistance in assessment benchmarks, RTI strategies and process, and special education referrals.
7. The acquisition of technology (SMARTboards, iPADS, netbooks, laptops, responders) to support student learning and achievement has been purchased and implemented throughout our school.
8. The staff has been trained in understanding and using differentiation in all of our classrooms.
9. As expectations are met the challenge becomes setting the achievement level even higher for attainment.

Communication of data is given to parents as soon as it is received by the school through a variety of ways including:

1. Conferences with parents
2. Letters of explanation with results
3. School orientation meetings
4. Web site
5. School Report Card
6. Promotional materials
7. Principal Round Tables
8. School/church meetings
9. Teacher newsletters

10. Catalyst meetings

11. Strategic Planning meetings

The use of assessment data has impacted the professional development of our staff which focuses on what is best for students in their learning and achievement. Instruction with results has become a unifying agent for our staff and students reflective of our Mission and Vision.

3. Sharing Lessons Learned:

St. Peter Lutheran School puts a high priority on collaborating and sharing with other schools within its Northern Illinois District of the Lutheran Church Missouri Synod as well with other educational professionals, institutions, and professional organization.

In the area of accreditation, St. Peter strives to use the expertise of its staff to promote the advancement of schools taking on accreditation as an important element of best practice and school excellence. Not only does it support its own staff being trained and equipped in the accreditation process, it also encourages its staff members to serve on accreditation committees in other schools as members and team captains. In a typical year, as many as five St. Peter faculty members have served on accreditation committees in other sister schools.

St. Peter also promotes the camaraderie of actively participating in professional associations such as Lutheran Education Association (LEA). Through the financial support of its Parent Teacher League, it fully funds the membership fees for all St. Peter faculty members to belong to and participate in LEA. Through this professional organization, St. Peter faculty members also regularly serve as speakers at its national conference as well as by leading educationally related webinars which are offered as a part of the professional membership of the LEA. Two St. Peter faculty members also serve this professional organization as chairpersons on its leadership boards in the areas of early childhood and elementary education.

In addition to participating in the national LEA, the St. Peter teachers regularly attend, lead workshops, and are in leadership on the district level of the Northern Illinois District (NID) teachers' conference. This conference brings together Lutheran school teachers from across the district for a yearly teachers' conference. St. Peter has encouraged its teachers to promote and share best practices by actively participating in these conferences as attendees, speakers, and in the leadership of the conference.

St. Peter also shares the expertise of its curriculum, programming, and staffing through participation in the NID curriculum writing projects (art, math, physical education, literacy), serving as facilitators for the Chicago Lutheran Education Foundation (CLEF) workshops for inner-city teachers (art & physical education), and through allowing release time for two of its faculty members to serve as the NID Early Childhood consultant and NID Technology coordinator.

4. Engaging Families and Communities:

St. Peter believes and promotes a strong partnership between the home, school, and church. By cultivating these bonds it promotes strong relationships which often translate into higher levels of student and school success and improvement.

By promoting the active participation of its Parent-Teacher League, St. Peter has developed programs and

groups which emphasize one of its primary core values of “nurturing church, school, and family relationships.” The PTL specifically targets the need for strong partnerships with its “Caring Team” program. Each classroom has a specifically designated group of “Care Team” individuals who promote extra efforts of in the areas of care, compassion, and communication, for families in need. These needs may include sharing meals, supplies, child care, prayer, and general encouragement during tough times. Assisting families with these needs and concerns in such an intentional manner has had impact on the school success of its students as well as assisting with building strong relationships within families and the school.

Families are also given regular opportunities for sharing their opinions and feelings concerning the over-all quality of the school through participation in the “Principal’s Round Table” sessions. During these meetings, individuals freely share suggestions with the administration in the areas of curriculum, programming, and general school supervision. In addition to these “Principal’s Round Table” discussions, parents are also given opportunities to share their opinions in a more anonymous ways through parent surveys which poll individuals on such topics as curriculum, school climate, programming, and administration. Students in kindergarten through eighth grade are also given age appropriate opportunities to share their perspectives on successes and pitfalls in their educational experience. The findings of all of these surveys and events are taken very seriously as they are reviewed by both administration and school faculty on a yearly basis to assist in the school improvement process.

St Peter has also found it imperative to work very closely in partnership with its local public elementary and secondary school districts to promote positive relationships which impact student success and improvement. St. Peter’s administration is in regular communication with these districts through joint meetings and activities. These communication efforts have often resulted in St. Peter's ability to secure grant monies and support in the areas of professional development, adaptive assistive technology, speech & language services, transitioning, as well as over-all collaboration in promoting positive Response to Intervention (RTI) and special education information and services.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Curriculum at St. Peter involves the aligning of standards, goals, and materials to make subject areas relevant to its learners while promoting educational excellence to meet the spiritual, educational, physical, emotional, and social needs of its students in the 21st century.

The core elements of the St. Peter's curriculum have their foundations in the Illinois State Learning Standards, the new Common Core Standards, and the Holy Bible.

The Illinois State Learning standards were originally designed as the instructional guidelines for students in the state's public schools even though state recognized nonpublic schools such as St. Peter also adopt, use, and expand upon these standards in their instructional programs.

The Illinois State Board of Education recently has adopted the new Common Core Standards. St. Peter has also begun adopting and integrating these new standards in its curriculum in a systematic manner as the new Common Core areas become available for use. It will continue to utilize its established Illinois State Learning in its transition as it fully redevelops its curriculum areas of the Common Core Standards.

Since St. Peter is a faith based school, it also integrates the principles from the Bible into its curricular standards. Each curricular area has foundational basis in Holy Scripture while maintaining the essence of its educational objectives from the Illinois Learning Standards and the Common Core Standards.

St. Peter has established written, specific curricular standards and objectives in the areas of reading/language arts, mathematics, science, social studies, the arts, physical education/ health/ nutrition, technology, and foreign language. Each of these curricular areas is systematically studied at least every six years. Specific standards have been established and implemented for every grade level from preschool through 8th grade in each curricular area. The curriculums are designed with philosophy statements, standards, objectives, scope and sequence mapping, and material implementation sections. St. Peter faculty members work in committees to review and study each of these curricular areas. These individuals work with specific grade level departments to review proposed standards, goals, scopes and sequences along with curriculum materials that might match the needs of the specific curriculum plans.

St. Peter is in compliance with the program's foreign language requirements. St. Peter offers Spanish to eighth graders twice a week for a forty minute period. It offers Spanish once a week to the seventh graders for a forty minute period. More than 20 percent of the seventh and eighth graders are enrolled.

In the specific areas of curriculum, the following curriculum approaches, techniques, and/or materials are presently used:

1. Reading: Pathways to Learning differentiated teams with integrated technology; leveled readers in thematic units; phonemic awareness emphasis
2. English: Whole group instruction; includes language, writing and handwriting components
3. Mathematics: Pathways to Learning differentiated teams; use of varied manipulatives and integrated technology
4. Science: Experimentation models with emphasis on active investigation and integrated technology; integrated technology; whole and small group instruction

5. Social Studies: Whole group instruction with specific emphasis on service, integrated projects, and integrated technology
6. Visual and Performing Arts: Whole and small group instruction with supplementary after school enrichment activities; instrumental, choral, drama, and visual arts experiences
7. Physical education/health/nutrition: Whole and small group instruction; three dedicated gym/motor room spaces; large outdoor playground and green space; established wellness program
8. Technology: Written technology curricular guidelines as well as opportunities for technology integration; wireless computer/ ipad/ netbooks labs and SMARTboards in the building; teacher laptops; internet and LCD projectors in all classrooms
9. Foreign language: Spanish in grades 2-5 and in grades 7 and 8; early childhood options include Spanish and French for grades 2-8.

2. Reading/English:

The most current St. Peter reading and literature curriculum was revised and approved in October 2010. It categorizes goals and learning standards in the specific areas of reading including phonemic awareness, decoding, fluency, word analysis, vocabulary, comprehension, text features, and genre. It also has specific goals and objectives in the areas of oral communications and the application of language arts. The present kindergarten through 5th grade reading materials being used at St. Peter include the Harcourt Treasures program which uses a thematic approach to leveled readers. St. Peter implements this program through the use of "Pathways to Learn" teams. This format allows for the instruction of the reading curriculum in approaching, on target, and beyond level instruction. Additional instructional and special education faculty assist the classroom teachers with the implementation of this approach to maximize learning in small group sizes. A formal literature curriculum and textbook series has been adopted as a strong preparatory for St. Peter junior high students. The foundations of this reading/literature curriculum area has typically placed St. Peter students near the top of the area middle school rankings in the "Explore" placement tests as they enter the area high school districts (#211 and #214.)

The English language curriculum has its foundations in objectives for writing, listening, speaking, and communications. In a formal revision of its writing objectives in 2010, a school wide implementation plan using writing portfolios was developed and implemented. These portfolios document the writing progress of a St. Peter student from preschool through 8th grade.

St. Peter's curriculum also uniquely designates specific goals and implementation methods for handwriting, which is no longer addressed in the Illinois State Learning Standard, Early Learning Standards or Common Core Standards.

These reading and English/language arts areas are currently addressed as separate classroom instructional periods with subject specific goals for grades one through eight. These areas integrate instruction using developmentally appropriate techniques in preschool and kindergarten and through the use of many of the adopted curriculum materials which often assist the teacher with integrating their language arts related materials. This integration is done very specifically in the areas of phonics and writing in many of the primary and intermediate grade levels.

3. Mathematics:

The current St. Peter mathematics curriculum, which was revised and approved in August 2010, is based on the Illinois State Learning and Early Learning standards. Based on the framing of this curriculum, the St. Peter faculty chose the following curriculum materials:

1. Preschool: Developmentally appropriate math manipulatives are used to reinforce the written curriculum; Lakeshore Learning materials
2. Kindergarten – 5th grade: Envision Math materials by Scott Foresman/Addison Wesley; materials were chosen based on their close alignment with the St. Peter math curriculum standards along with their strong integration of technology
3. 6th- 8th grade: McDougal Littell Concepts & Skills Algebra series which presents multiple levels of junior high school math and algebra over a three year period

Similar to the reading curriculum, the St. Peter mathematics curriculum is presently implemented using the “Pathways to Learning” team approach which focuses on the presentation of math experiences using instructional materials and methods for students specifically identified as being in the approaching, on target, or beyond levels of achievement. Additional instructional faculty are employed to assist the classroom teachers with this approach to maximize learning in smaller group settings.

Based on a recommendation of the most recent National Lutheran Schools and North Central Association Accreditation committee, St. Peter has also implemented a basic math facts program within the current math curriculum implementation plan. Special emphasis and tracking is now given on the review and assessment of specific math addition, subtraction, multiplication, and division facts. These assessments are reported quarterly to the school administration for review and recommendations for future instructional math strategies.

During the 2012 - 2013 school year, the St. Peter faculty is developing a formal mapping of its 2010 St. Peter math curriculum and the Common Core standards as well as reviewing it in reference to data analysis from its formal assessment processes and programs. Full implementation of these Common Core Standards in the area of mathematics will be implemented in 2013 – 2014.

4. Additional Curriculum Area:

The curricular area of science is showcased at St. Peter through the use of current, best practice curriculum standards and instructional strategies, as well as an emphasis on experimental learning from preschool through 8th grade.

The framework of this 2011 curriculum uses the Illinois State Standards along with an integration of St. Peter’s Christian ethics and beliefs. It covers science via concepts of observation, classification, problem identification, measurement, data collection, experimental design, and the tools necessary for engagement. It also presents the areas of life, physical, and earth sciences while integrating such Christian topics as sex education and creationism.

Developmentally appropriate, hands-on science experiences are key elements in the acquisition of essential experiences, skills, and knowledge needed for best practices related to science instruction. A dedicated science lab classroom complete with updated technologies (SMARTboards, iPads) is used in the junior high grade levels to give students high tech scientific exploratory opportunities essential for

preparation for high school biology, chemistry, and physics classes. Students in the 7th grade also experience the complete process of the scientific method through their participation in the St. Peter Science fair while students in first grade annually focus in on specific animals with special project presentations to their peers and parents. Field trips to the Chicago Botanical Garden, Cernan Space Museum, Museum of Science and Industry and the Adler Planetarium are also enrichment elements in the science curriculum. Preschool and kindergarten students are supported in their science through the use of developmentally appropriate materials, experiences, and field trips using a thematic approach.

St. Peter's written science curriculum along with its opportunities of experimental, hands-on science experiences and related technologies supports its school Mission Statement of being committed to engaging students with an unparalleled and comprehensive education grounded in God's Word. The St. Peter science area also provides evidence in integrating the following core values of the school:

1. Providing An Academically Rigorous, Holistic Education: St. Peter students consistently rank in the top five feeder middle schools on the Science "Explore" high school placement tests for District #214; grade equivalents on the science section of the Stanford Achievement tests also illustrates this fact with three to five years accelerated achievements

2. Fostering A Collaborative Learning Environment: 7th grade science fair; 1st grade animal fair; outside speakers in the areas of engineering; after school robotics program with students and outside leaders

5. Instructional Methods:

Within its current School Improvement Plan and accreditation goals, St. Peter strives to "provide differentiated instruction and services to meet the varied learning needs of its students." This goal is being addressed through such strategies as:

1. Developing varied intervention strategies, checklists and screening
2. Holding professional development activities related to identifying student learning and differentiation needs
3. Creating a learning needs resource materials library
4. Compiling and using a learning styles inventories and related materials

During the current school year, St. Peter has also instituted some intentional differentiation opportunities in a program called "Pathways to Learning." As previously outlined, this program strives to provide direct instruction in the areas of math and reading to students who are functioning in approaching, on target, and beyond levels of learning. Additional faculty members give assistance to homeroom teachers to provide instruction in these smaller size groups to assist with the needs and interests of these various levels of students.

Collaboration with the local public school district has also provided additional opportunities for differentiated instruction through the support of professional development activities and the acquisition of related instructional materials to assist with differentiation strategies. District #25 also provides St. Peter with a speech pathologist who works at the St. Peter Lutheran School building for 1.5 days per week. She provides speech and language student services as well as support for the St. Peter teachers with some differentiated instructional strategies and formats that can be used in the Response to Intervention (RTI)

program and in the special education process. She also serves as an important liaison between District #25 and St. Peter. These efforts have been used to provide professional development for teachers in this area as well as assistance to students with their varied learning styles and needs. It has also been helpful with providing quality, informative documentation for potential special education evaluations.

The updating and implementation of school technology tools such as Smartboards, iPads, and Netbooks has also assisted teachers with providing additional differentiated instructional methods to motivate their diverse learners. Specific professional development activities have also focused on the use of these technologies.

Other school strategies for differentiation include the promotion of the “Arts, Culture, and Entertainment” (A.C.E.) program which strives to bring in after school enrichment activities such as chess, pottery, lacrosse, and additional languages (Mandarin , early childhood Spanish) .

6. Professional Development:

St. Peter Lutheran School supports the professional development of its teachers. The professional development consists of training and collaborative work within the school as well as offsite training. Within the school, the professional development has consisted of regularly scheduled staff meetings where planning, discussions, and orientations on topics of school improvement are held. In the last two years the following workshops or programs were held for the teachers:

1. A Right to Intervention orientation
2. A Differentiation Workshop
3. Smart Board training
4. iPad training
5. AIMSweb assessment training
6. Brain Development workshop
7. The Effective Teacher
8. Curriculum Mapping
9. Common Core Standards

Ongoing professional development is planned to continue work in school improvement, data review, curriculum study, and curriculum planning.

Offsite professional development is supported at the school with our District’s Title II funding allocation. Teachers use that funding to attend workshops and other professional development events that support student learning and achievement. Three of the largest attended workshops attended in the last two years were the International Reading Association’s International Convention, the Illinois Reading Literacy Conference, and the Singapore Math Strategies Workshop. Teachers upon return from their development workshops share their information and strategies with their colleagues.

This year St. Peter has partnered with Concordia University – Chicago for a study of Common Core Standards in the area of Math as it relates to the math curriculum. Professors from the university offer training and guidance from their Departments of Education and Department of Math Education. The end result of this yearlong study will be the integration of the Common Core Standards into the current math curriculum. During this study, an analysis of data will take place which will enable St. Peter to develop strategies to further engage the students in their learning and understanding of math.

St. Peter School also supports its teacher financially and with encouragement to pursue continuing education credit in a specialized area or the pursuit of a graduate degree. In the last five years, four teachers have received their Master's Degree and, currently, three more are pursuing advanced degrees.

The participation and intentionality of our professional development strengthens the teacher's capacity to provide instruction that impacts the engagement of students in learning and their improvement in academic achievement. St. Peter targets areas of development based on the school improvement plan, achievement test results, strategic goals, and needs that evolve from the students and teachers.

7. School Leadership:

Following a year of work by leaders, staff, and parents, a five year strategic plan was developed that identified curriculum and professional development as target areas for improvement. Student learning, achievement, assessment, and instructional strategies are cornerstones in the foundational work that leadership will address. The strategic plan will direct and drive the leadership structure.

The leadership structure at St. Peter consists of the Lead Pastor, a Governance Board, Principal, and Assistant Principal. The Principal and Assistant Principal are the operational leaders of the school. There is an Advisory Committee that serves with the Principal that is made up of current parents, representatives of parent groups, as well as alumni parents. They all have a vested interest in the success of the students and school and advise the principal on matters that he places in front of them or that they bring to his attention.

There are many committees made up of teachers and staff that support the instruction and programming of the school in their work on school improvement goals, curriculum development, school management, and support programs and events. The Principal and Assistant Principal serve on a number of the committees to provide guidance and support. This collaborative structure aids in teamwork, ownership, and unity in Mission.

There are two parent groups that support the organization of the school – the Parent Teacher League and the Booster Club. Both of these groups have teacher and administrative representation. They support the students, families, and staff within the school as well as provide leadership in programs and yearly events. They are integral in building a sense of community within our school.

Administrators and teachers came together to initiate a learning strategy in the area of reading and math called Pathways to Learning. The goal and initiative in developing this program is to increase the student's capacity for learning and academic achievement. St. Peter added a full-time special education teacher who is offering support, organization, follow-up, and guidance in learning about student need, assessments, and the strategies that will aide in learning for students. Also added was a full-time Differentiation Coordinator who oversees and aides in the success of the Pathways to Learning plan that was developed.

The leadership structure within the school supports the efforts to ensure that the mission and core values of our school are infused and developed in our students, families, and staff.

PART VI - PRIVATE SCHOOL ADDENDUM

1. Private school association: Lutheran

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>\$3140</u>	<u>\$3140</u>	<u>\$3140</u>	<u>\$3140</u>	<u>\$3140</u>	<u>\$3140</u>
6th	7th	8th	9th	10th	11th
<u>\$3140</u>	<u>\$3140</u>	<u>\$3140</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) \$5125

5. What is the average financial aid per student? \$1600

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?
2%

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 4%

PART VII - ASSESSMENT RESULTS

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: SAT

Edition/Publication Year: 10th Publisher: Pearson Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	77	85	81	81	80
Number of students tested	22	20	29	38	25
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	0	0	0	0
Percent of students alternatively assessed	12	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

13PV193

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: SAT

Edition/Publication Year: 10th Publisher: Pearson Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	83	92	87	85	82
Number of students tested	22	20	29	38	25
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	0	0	0	0
Percent of students alternatively assessed	12	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: SAT

Edition/Publication Year: 10th Publisher: Pearson Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	78	82	78	82	79
Number of students tested	20	30	34	27	32
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

13PV193

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: SAT

Edition/Publication Year: 10th Publisher: Pearson Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	88	83	89	82	87
Number of students tested	20	30	34	27	32
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

13PV193

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: SAT

Edition/Publication Year: 10th Publisher: Pearson Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	85	89	80	84	72
Number of students tested	28	38	26	32	31
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. 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:					

13PV193

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: SAT

Edition/Publication Year: 10th Publisher: Pearson Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	85	87	82	82	75
Number of students tested	28	38	26	32	31
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. 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:					

13PV193

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 6

Test: SAT

Edition/Publication Year: 10th Publisher: Pearson Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	81	77	82	76	83
Number of students tested	34	27	27	29	26
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

13PV193

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 6

Test: SAT

Edition/Publication Year: 10th Publisher: Pearson Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	81	80	84	80	82
Number of students tested	34	27	27	29	26
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

13PV193

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 7

Test: SAT

Edition/Publication Year: 10th Publisher: Pearson Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	84	88	86	85	82
Number of students tested	27	23	23	25	25
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

13PV193

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 7

Test: SAT

Edition/Publication Year: 10th Publisher: Pearson Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	80	81	75	83	84
Number of students tested	27	23	23	25	25
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 8

Test: SAT

Edition/Publication Year: 10th Publisher: Pearson Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	83	87	78	83	83
Number of students tested	22	20	25	24	24
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

13PV193

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 8

Test: SAT

Edition/Publication Year: 10th Publisher: Pearson Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	85	86	84	87	86
Number of students tested	22	20	25	24	24
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

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