

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

[] Public or [X] Non-public

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

Name of Principal Mrs. Nikki Raftery

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

Official School Name Saint Mary School

(As it should appear in the official records)

School Mailing Address 50 N Buffalo Grove Road

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

City Buffalo Grove State IL Zip Code+4 (9 digits total) 60089-1702

County Lake State School Code Number* _____

Telephone 847-459-6270 Fax 847-537-2810

Web site/URL https://school.stmarybg.org E-mail nraftery@stmarybg.org

Facebook Page

https://www.facebook.com/pages/Saint-

Twitter Handle _____ Mary-School-BG/118973151551072 Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

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

_____ Date _____

(Principal's Signature)

Name of Superintendent* Sr. M. Paul McCaughey, O.P.

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

E-mail: mmccaughey@archchicago.org

Other)

District Name Archdiocese of Chicago Tel. 312-534-5200

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

_____ Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Mrs. Paula Erickson

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

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

_____ Date _____

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

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

PART I – ELIGIBILITY CERTIFICATION

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

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

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

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

SCHOOL (To be completed by all schools)

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

Grade	# of Males	# of Females	Grade Total
PreK	10	12	22
K	21	17	38
1	25	21	46
2	12	18	30
3	15	24	39
4	12	13	25
5	12	18	30
6	10	15	25
7	13	23	36
8	12	15	27
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	142	176	318

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 13 % Asian
 - 2 % Black or African American
 - 3 % Hispanic or Latino
 - 4 % Native Hawaiian or Other Pacific Islander
 - 73 % White
 - 5 % Two or more races
 - 100 % Total**

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

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 3%

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	6
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	2
(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	318
(5) Total transferred students in row (3) divided by total students in row (4)	0.025
(6) Amount in row (5) multiplied by 100	3

7. English Language Learners (ELL) in the school: 4 %
12 Total number ELL
 Number of non-English languages represented: 4
 Specify non-English languages: Korean, Mandarin, Russian, Lithuanian
8. Students eligible for free/reduced-priced meals: 2 %
 Total number students who qualify: 6

If this method is not an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

9. Students receiving special education services: 8 %
26 Total number of students served

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

- | | |
|--------------------------------|--|
| <u>0</u> Autism | <u>1</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>10</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>5</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>7</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>1</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>0</u> Developmentally Delayed |

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

	Number of Staff
Administrators	1
Classroom teachers	18
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	6
Paraprofessionals	2
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	0

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 12:1

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

Required Information	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	98%	98%	97%	98%	98%
High school graduation rate	0%	0%	0%	0%	0%

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

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

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

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

Yes No

If yes, select the year in which your school received the award. 2008

PART III – SUMMARY

Saint Mary School, a Catholic educational community, is an integral part of the Saint Mary Parish Community, embracing the values and traditions of the Catholic faith. Saint Mary School is called to its mission by Jesus, the Divine teacher, who entrusts to parents the education of their children. By partnering with parents, we are committed to supporting and reinforcing the parents' role as primary educators. We are always aware of the responsibility to treat and respect each child as a unique individual, while providing a quality education that develops the child's physical, moral and intellectual talents.

Saint Mary School has been delivering excellence in education to children in Cook and Lake Counties in Illinois for more than 150 years. We are proud of our rich history and grateful to those who have come before us, building the community, and establishing a solid foundation in academics, athletics, service and faith. At Saint Mary School students, teachers, administrators and parents, work together to team Saint Mary's rich tradition of academic excellence with innovation and the potential of the future. We believe that children learn best when they are fully involved in their learning activities; we are committed to the rigorous development of academic and technological skills as well as the complementing skills of collaboration, problem-solving, presentation and critical thinking, that are necessary for disruptive innovation. Students score in the top decile on nationally standardized tests. Students matriculate to top public and Catholic high schools and excel in their secondary studies. Saint Mary School was recognized as a National School of Excellence by the United States Department of Education in 2008.

In the past five years, faculty and staff have worked closely with school parents and our parish community to expound upon the excellence that was recognized in 2008. We have continued to move forward in the field of education, meet the ever-changing needs of children and equip our students with the 21st Century skills necessary for success in a global economy and a collaborative world. We are proud to say that in this time we have implemented universal benchmarks, incorporated research-based progress monitoring tools and devoted targeted professional development for our faculty to best meet the needs of our learners. As a result we have seen steady growth in our student achievement scores.

The traditionally strong teaching that has been evident at Saint Mary School has provided a solid foundation for updates to the curricular programs over the past five years. Rigor has been built into lessons across content areas. Programming was added to address the changing needs of the community:

- A fully functional STEM (science, technology, engineering and mathematics) lab was launched, the first elementary STEM lab of its kind in Lake County, IL, to allow students in grades K-8 to explore academic content through inquiry-based learning and applied technology
- A hybrid health curriculum was integrated into our PE classes in order to deliver comprehensive health education, encourage positive choices and promote healthy lifestyles
- Our fine arts offerings were expanded to allow maximized student participation and deeper development of musical, theatrical and artistic expertise
- Our preschool teachers developed and field tested the new Illinois State Early Learning Standards and our scheduling was retooled to afford a greater number of students the opportunity to participate in our preschool

Using proven and diverse assessments to identify each child's unique strengths and areas for growth, our teachers differentiate learning through an artful blend of addressing learning styles, meeting multiple readiness levels and utilizing varied materials. Meaningful modifications and accommodations are made for students in the classroom by general education teachers and with the support of our Special Service Team (SST). The SST meets regularly to support teachers' progress monitoring efforts and to deliver instruction to students who demonstrate a need for additional support. These targeted interventions have allowed subgroups of students at Saint Mary School, especially ELL and IEP students, to learn at rates in line with the full student body. Teachers work in Professional Learning Communities to share classroom successes and support each other in their mission to maximize the potential of every student. Professional Learning Communities at Saint Mary School have been adopted from the Richard DuFour model with a focus on learning, not simply teaching, and as a means of holding ourselves accountable for student learning and

growth. It is our goal to educate a child with recognizable Catholic values who will continue to grow in knowledge, grace, and wisdom, and contribute to society in meaningful ways.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

At Saint Mary School we administer a diverse suite of assessments to identify student achievement and monitor student growth. The TerraNova, 3rd Edition (CTB McGraw-Hill) is administered to all students, grades 3 – 7, in March of each year. Explore (ACT) is administered to all 8th graders in October of each year. Both of these tests are used by our school to determine student performance and are administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments are administered are accurately representative of the students served by Saint Mary School. These assessments are nationally normed; although performance at or above the 50th percentile is the national benchmark for student achievement, our expectation for students is more demanding. We use MAP (NCEA) benchmarking three times per year, in grades K-8, in order to monitor student progress and create flexible groupings within the classrooms that allow targeted instruction and promote student growth. Analysis of student learning reveals that in comparison to schools functioning in a similar educational context, the level of student learning at Saint Mary School exceeds other schools, both public and private, with the majority of our students performing in the top Quartiles.

Assessment Results: B:

Over the past five years, our students' scores have been consistently strong, demonstrating high performance and student learning. The main trend that is evident from our data is that the longer a student remains at Saint Mary School, the higher their achievement scores are. This is the result of a valued partnership between families and school as well as an indicator of strong, tailored instruction.

Analysis of our math scores over the past years reveals that more students are moving into Quartile 4 and demonstrating high mastery of material. This aligns with a shift in our math instruction in grades K-5, which began in 2011, toward a program centered in critical thinking and problem-based delivery of math concepts.

At Saint Mary, middle school students are placed in math classes based on authentic assessments of their knowledge. We offer both a grade level course and an accelerated course in grades 6, 7 and 8, and build a learner profile of each student, annually, to determine best placement to optimize learning. In the past three years these classes have been team-taught to increase individualized instruction and student engagement. Student learning has continued to improve as a result of this type of teaching, as evidenced by student test scores, specifically:

- In 2013, 48% of our 8th grade students scored in the top 10 percent of the nation with 8 students achieving a perfect score on the math content area test on the Explore test
- For the past two years our math scores on both TerraNova and Explore have significantly exceeded those within our peer group in the Archdiocese of Chicago (Deaneries 1A and 1B)
- A longitudinal study of TerraNova results revealed that at least 91% of our 6th graders have exceeded the national mean for the past two years

Reading and language scores on the TerraNova test have been consistently high at Saint Mary School at all tested grade levels. As scores have remained relatively constant, we have assessed our reading and language arts programs in order to ensure excellence, build rigor into programming and move into the next level of student achievement. Analysis of reading and LA scores over the past five years reveals:

- From 2012 to 2013, the number of students performing in Quartile 4 significantly increased in language, from 73.9% to 84.8%
- In 2013 100% of 6th grade students performed above the national mean in both reading and language
- On the 2013 Explore test 33% of our 8th graders scored in the top 10 percent of the nation with 4 students achieving the 98 percentile on the reading content area test

Across content areas, progress monitoring and benchmark testing have allowed Saint Mary School to

continually meet student needs and promote growth. Students receive tailored instruction that allows teachers to take learning as far as possible with all students. Attending to the individual needs of students, as well as class and grade level performance trends, enables teachers to increase engagement and provides students with the opportunity to maximize learning.

2. Using Assessment Results:

Over the past five years, assessment has become a very active process at Saint Mary School. The TerraNova and Explore tests are administered annually and MAP testing is done three times a year with the expectation that results will be analyzed and faculty will use data to drive instruction. This has been extremely evident by the work that teachers do in their Professional Learning Communities (PLCs). Each trimester, as MAP results become available in Reading and Math, our Special Service Team is the first to review results. Students who are demonstrating slow growth or fall into an “at risk” category are identified and Tier 2 interventions are planned, implemented and documented. Classroom teachers then receive benchmarking results and work with their PLCs to create flexible groupings within their classes. These small groups allow teachers to use data to target reteaching and enrichment lessons and direct areas for progress monitoring. Results are shared with parents three times a year; conferences allow time for teachers to partner with parents to create plans for ensuring growth. Additionally, students can set growth goals with their teachers and take pride in keeping track of their own learning, often making meaningful connections between hard work and accomplishment.

On a school-wide scale, assessment data has been used as a springboard for administration and teachers to be objective about diagnosing strengths and finding areas where instruction should be updated. Several years ago our data identified that geometry was a missed area of our math curriculum. Identifying this trend enabled teachers to collaborate and discuss how geometry could be better delivered within the context of math education; these efforts resulted in a marked improvement in our geometry scores as well as deeper understanding of geometric concepts and improved student placement in high school courses.

Transparency of student achievement is vital for the success of our private school. Our test scores are available on our school website and updated regularly. We are proud of our students and their achievement and relish the opportunity to celebrate them; it is equally important that our stakeholders trust that we are committed to continuous improvement. Annually in the Spring, we share test results with our community at the State of the School meeting and use this data to make connections between curricular updates and the programming needs of our school. This open forum affords us the opportunity to answer questions, solicit input and ensure that we are growing with our constituents, certifying the vitality of our school and giving our best to students.

3. Sharing Lessons Learned:

As a part of the Archdiocese of Chicago, the largest school system in the country, we have many opportunities to share resources and successful strategies. The faculty and staff of Saint Mary School actively take advantage of opportunities to be both mentee and mentor regarding all aspects of education, in an effort to maintain our commitment to continuous improvement.

Monthly, our principal meets with administrators from the council to discuss best practice and initiatives in education; much professional development around Common Core State Standards has been meaningful at Saint Mary School due to the principal’s efforts with this group. We are proud that a Saint Mary School teacher became a principal in another Archdiocesan school this year! We value the opportunity to share testing schedules, marketing and fundraising techniques, classroom observation tips and data collection, as well as logistical and operational strategies with this new administrator in support of her students.

Saint Mary School administration participates in the Illinois Principal’s Association and engages with administrators from across the state as a commitment to continuous improvement. Recently improvements in the teacher evaluation process were made, partly as a result of participation in this consortium. Improved safety and security measures have also successfully come out of this partnership.

The relationship that Saint Mary School has built with our surrounding public school district is strong and positive, as a result of openness between our respective school administrations and a shared commitment to student learning and growth. Strategies with ELL students have been successful and resources have been shared as a result of this partnership. Additionally, Saint Mary School students uniquely reside within the boundaries of 2 Catholic high schools and 3 public high schools. This presents us with the challenge of preparing our students for a wide array of high school expectations as well as the opportunity to share information and resources with some of the top high schools in the country. We participate in regular articulation with the area high schools and develop our scope and sequence to best prepare our students for high school and life. The high schools look to us for support with student placement and Response to Intervention (RtI) guidance. This partnership is reciprocal and results in consistency for our students as they matriculate to their respective high schools.

4. Engaging Families and Community:

The mission of our school is grounded in partnering with parents and respecting their role as their child's first teachers. As educators, we know that in order to get the most from our students and support them in the realization of their dreams, we must partner with the people who are ultimately responsible for the children under our tutelage: their parents. This belief is carried out in many ways at Saint Mary School, especially with regard to student achievement and success. The two most successful ways that we engage families are by building community interest in Saint Mary School and by keeping families informed.

We build interest and create investment in our school by offering a wide variety of volunteer opportunities, inviting parents to special events and school affairs and by showing our appreciation and gratitude. We build volunteer opportunities around parents' schedules; stay at home parents might come in and be a guest reader during the school day or volunteer at lunch time while working parents can enjoy helping at Movie Night or serve as a member of the school board. By providing a wide array of volunteer opportunities we not only keep parents invested in their child's school, we are also developing community and building relationships. Parents and community members are able to share their backgrounds and areas of expertise with our students and enrich our school community. To launch our STEM lab we hosted a ribbon cutting ceremony; parents, parishioners and community members celebrated this addition to our school program. During the event, the teacher invited attendees to volunteer in the lab at their convenience. This invitation has led to NASA employees and engineers from other area businesses sharing their talents and expertise with our students and enriching the curriculum.

Keeping parents informed is an integral piece of family engagement and student success. When students know that their parents know about and care about what they are doing at school, engagement and performance improve. At Saint Mary School informing parents goes beyond communicating grades and posting scores. Teachers write letters, make phone calls, send emails and share stories, all in an effort to build relationships, develop partnership and open lines of communication between children and parents at home. We value this kind of conversation around school happenings as a means of building confidence in our learners; parents are integral in this development.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

Robust curriculum is the driving force behind preparing students for college and careers at Saint Mary School. Standards are delivered in comprehensive and innovative ways and student achievement is measured and monitored regularly.

Reading/English language arts are a primary focus of our early childhood and primary programs and fully supported in the intermediate and junior high curricula. Development of deep readers is the goal; students must analyze text, draw conclusions, make predictions and support inferences, from their reading. Writing instruction supports these goals and is centered in detail and purpose of writing. Grammar and spelling are integrated throughout the ELA curriculum so students will be able to apply grammatical rules and literary elements to their everyday reading and writing.

Mathematics standards are addressed at all grade levels through the use of a spiraling curriculum, chosen for its impact on deep meaning. Students are exposed to concepts many times, with increasing sophistication, to strengthen understanding and build mathematical fluency. Assessment data provides evidence that this approach is successful at Saint Mary School.

Our science curriculum is currently being aligned with Next Generation Science Standards. This focus on synthesizing information and the ways in which students approach problems is a match with the philosophy of our math and STEM curricula and a natural step from our current inquiry-based science curriculum. Partnership with the Peggy Notebaert Nature Museum through the Archdiocese of Chicago is supporting our school efforts in terms of resources, professional development and scope and sequence.

The social studies curriculum at Saint Mary includes geography, U.S. history, world history, civics and economics. A highlight of the social studies curriculum is the flipped classroom that exists in our jr. high social studies program. Over the past 18 months the teacher has developed lessons that his students watch from home as their homework. This practice engages the digital natives in his classroom, creates time in class for discussion and deep understanding of concepts and prepares our students for collaboration and presentation.

Our visual and performing arts programs are robust. K-8 students participate in visual arts classes that integrate art history, sculpture, design, printmaking, and multimedia experiences with literature and famous artists. In music education, PreK-8 students grow vocally and instrumentally as a result of singing, playing instruments, reading and composing music notation, and exploring sacred and secular music of different time periods and cultures. Our fine arts program includes opportunities for students to participate in our annual spring musical, girls' and guys' choruses, children's choir and school band.

Physical education at Saint Mary is rooted in sportsmanship, respect and athleticism. Students in grades PreK-8 are exposed to a variety of sports and fitness lessons with emphasis on technical expertise and best efforts. Our school athletic program supports these teachings and is inclusive to provide children with opportunities to be part of a team, develop skills and grow in respect and sportsmanship. The health curriculum at Saint Mary is a hybrid model that utilizes both hard copy materials and online resources. The integration of technology here is another way that cross-curricular learning is evident at Saint Mary School.

Over time, technology has moved from a stand-alone course to an instructional method at Saint Mary School. Students still have designated time for computer class where they work with the Microsoft Suite and Google, but technology has transformed instruction at our school. Teachers reserve our Writing Lab and Technology Lab to teach general classes and use technology to support instruction, interactive software (MimioVote, MimioTeach and MimioView) is available throughout the building and used to push lessons to the next level and sets of iPads and graphing calculators are used to perform research tasks and experiments, as well as reinforce concepts.

Saint Mary School is in compliance with the program's foreign language requirements. Our Spanish program has developed into a high-functioning course that prepares students for excellence in high school. In K-4 color words, numbers and vocabulary are developed through the use of songs, rhymes and games. In grades 5-8 students learn verb conjugations, develop a sophisticated vocabulary and learn about culture. Students are supported in their efforts to demonstrate reading, writing, speaking and listening. Increasing advanced high school placements provide evidence of solid preparation and learning.

2. Reading/English:

Reading at Saint Mary School is built on providing students opportunities to acquire the foundational skills of phonemic awareness and scaffolding vocabulary development, fluency and reading comprehension. In PreK and Kindergarten teachers read aloud to students from fiction and nonfiction sources, in order to expose children to language. Students engage in word and letter sorts, rhyming activities, songs and games, which build sound identification and sound-symbol relationships. These foundational skills set the stage for independent reading.

In the primary grades students continue to build phonemic awareness through the creation of word families and make and break activities. They are able to identify words in environmental print and create print of their own through ample writing opportunities. Primary teachers at Saint Mary School deliver a balanced language arts curriculum by offering both grade level learning and individualized learning opportunities. Students have whole group direct instruction in spelling, reading and grammar, and participate in Guided Reading groups with their teachers. These groups are flexible and designed with the assistance of MAP scores and formative assessments, to ensure that all students are being taught at their instructional level; teachers use these groups to hone skills of phonemic awareness, decoding, vocabulary, fluency and comprehension. Reading is incorporated into most aspects of our primary students' days; content areas such as social studies, science and religion, provide meaningful opportunities for application and practice.

In the Intermediate and Jr. High grades, as students have mastered the foundational skills of reading, the focus shifts to reading for meaning and developing high level readers. Students are able to be more independent in their reading and Literature Circles become the application piece of reading classes. Spelling and grammar lessons are integrated into the program while students use these skills in their writing and identify patterns and literary elements within their reading.

At all grade levels, benchmarking and formative assessments allow teachers to use Tier 2 modifications to meet the instructional needs of below and above grade level learners. Within reading classes teachers provide tailored instruction in small groups to make sure that all students are being met at their zone of proximal development. The school library and many classroom libraries have been Lexiled and teachers help students identify their Lexile in order to choose "just right" books, both for classroom reading lessons and for independent reading. Teachers engage with students about reading and books to make reading accessible and enjoyable!

3. Mathematics:

Math instruction at Saint Mary School is built around a spiraling curriculum, which research shows leads to increased retention and mastery. In grades K-5 the Everyday Mathematics (EM) program (University of Chicago, McGraw-Hill) is used to deliver instruction. Lessons are spaced so information is delivered multiple times through progressively more sophisticated lessons; this spiraled approach leads to deeper conceptual understanding. Our teachers use EM in concert with MAP benchmarking in order to group students within their classrooms and deliver enrichment to students above and below grade level. Foundational mathematics skills are built through this spiraled approach as students engage in games, activities and lessons, at their developmental levels; games such as Top-It and activities like Math Boxes are integrated into daily lessons, as teachers use examples like these to ensure they are meeting the needs of diverse learners.

Our Everyday Mathematics curriculum fits nicely with our school's mission and integrates well into the technology program of our school. Teachers use Home Links to inform parents of the concepts and skills

that their children are engaged in and share resources with parents through varied online resources; this provides another way for teachers and parents to partner on behalf of our students. Teachers have been trained in the full EM program and have worked to successfully integrate technology into their lessons. STEM classes at each grade level support learning through the integration of critical thinking and problem solving skills. We provide engaging stimuli for students while delivering math and technology in concert, creating an application for math and technology skills learned.

In grades 6-8 math classes are tiered; at each grade level we offer a grade level course and an accelerated course. Based on summative and formative assessments, teachers build a learner profile of each student to determine math placement each year; this ensures that students are challenged at the right level to maximize growth. Math classes are team-taught; this instructional strategy offers students individualized instruction and more immediate feedback while learning high level concepts in pre-algebra, algebra I and algebra II. Graphing calculators, MimioTeach, MimioVote, MimioView, iPads, Manga High and Khan Academy, are examples of tools and resources that teachers use to integrate technology seamlessly into instruction and provide application to engage technology natives. Test scores and high school math placements that have continued to improve over time validate the academic excellence that is delivered within our math classes.

4. Additional Curriculum Area:

STEM:

At Saint Mary School we are proud to deliver high quality STEM (science, technology, engineering and mathematics) education, through our STEM Lab. Instruction in this lab affords our students with opportunities to develop critical thinking and problem-solving skills, while gaining technical exposure to science concepts, technology systems, engineering principles and math theory. All students, K-8, work in this lab 1-2 times per week, for the entire academic year. Scope and sequence are designed to provide students with choice, as well as exposure to: mechanics and structures, alternative and renewable energy, graphics, science and data acquisition, publishing and multimedia arts, robotics, circuitry and computer simulation. Our students progress through a series of curriculum-guided and self-directed project engagements. They use a variety of resources as they design projects, test their ideas, and create ePortfolios to document their learning. Our STEM curriculum challenges learners to employ critical thinking skills, to problem-solve, to collaborate and to communicate. We emphasize the role of language arts in the effective communication of ideas, the importance of social studies for context, and the relevance of the arts to creative expression.

Our STEM facilitator has more than 30 years of experience teaching children to think creatively and divergently. Her scaffolding in the lab allows students to investigate concepts at their own levels and her flexible approach adapts for varied learning styles and integrates several layers of resources and technologies to support student learning. Students are empowered to bring personal relevance to every engagement and are given the time, space and materials, to take learning as far as they can go. The STEM Lab at Saint Mary is the first of its kind in Lake County, IL, and one of only a handful of elementary and middle school labs in Cook County, IL; the competitive advantage that this environment provides our students is positioning them to be contributing members of a global society. Our students are learning what to do when they don't know what to do; this academic endurance and tenacity is positively impacting all other content areas. We committed to STEM education at Saint Mary School in order to provide our students with the special combination of academic content, technological competencies, informational literacy, and collaboration and communication skills, that college and careers demand. Learners who are able to think critically and creatively will be best prepared to be leaders in a workplace based in disruptive innovation.

Preschool:

Learning is valued beginning at an early age at Saint Mary School. Our school boasts a preschool program that has been carefully and thoughtfully designed to account for the developmental readiness of children while supporting students in their holistic growth. Our preschool teachers use their expertise in education, child psychology and special education, to develop programming that is based in what young children do best: play. Our teachers and preschool staff respect the idea that child development is a result of interactions between children and their environment, so teachers plan the environment purposefully and intentionally to

guide play-based learning. Student-created imaginary situations, the roles our preschool children act out and the rules that they follow while playing, all support their development.

Literacy and numeracy are important components of our preschool program. Accounting for the developmental nature of preschool-aged children, prereading and prewriting activities are often materialized as a drawing about an earlier play experience or a retelling about a story that was read aloud. Teachers know that making connections with students about what has been put onto paper and what is said out loud leads to students who draw, write, retell, and read, all with purpose and meaning. Early numeracy consists of situational experiences where counting, making and breaking sets, greater than/less than, measurement and time, are relevant pieces of play. For example, preschool students at Saint Mary can often be seen using blocks and animals to create a zoo. Students decide how much room is needed to host their animals, how many blocks this will require, how to count out the animals, plan the space, etc. The organization of this “play plan” contains enormous amounts of early numeracy. As children move into playing together, interactions like this also support teamwork, conflict resolution and language development. As preschool students play in intentional ways, they learn to plan out their play. This type of planning is the precursor for planning and organizing thoughts, a skill that is necessary for school success in many areas, such as: reading comprehension, understanding character development, being able to solve multi-step problems, creating a hypothesis, etc. Within the nurturing environment of our Saint Mary preschool program, children are active partners in all of these interactions as they construct knowledge and develop the skills and attitudes that will successfully prepare them for academic and social learning in our primary grades and beyond.

5. Instructional Methods:

Teachers use a wide range of instructional methods to reach all types of learners. Starting in the general classroom, teachers use MAP benchmarking scores and formative assessments to identify areas of mastery, areas for growth and areas where students need special consideration. Response to Intervention (RtI) is utilized within the classroom to ensure that standards are achieved by all students. The repertoire of methods that teachers use ranges from traditional to cutting edge, as teachers skillfully balance the art and science of teaching to meet student needs. Marzano’s Nine Best Instructional Practices (Identifying Similarities and Differences, Summarizing and Note Taking, Reinforcing Effort and Providing Recognition, Homework and Practice, Nonlinguistic Representations, Cooperative Learning, Setting Objectives and Providing Feedback, Generating and Testing Hypotheses, Cues, Questions and Advance Organizers) have been used to analyze instruction and have provided evidence for school administrators that there is a well-balanced approach to the delivery of instruction at Saint Mary School.

Teachers deliver instruction in engaging ways, some examples include:

- Students demonstrate mastery of vocabulary words by becoming news anchors and incorporating their vocabulary words accurately into a news brief
- Students are asked to show their knowledge of ecosystems by developing system webs and building them with publishing software
- Novels are read in small groups and literary elements are expounded through discussion and close reading
- Math concepts are taught through direct instruction and students extend learning by creating their own problems and solving each other’s creations

Technology is an everyday piece of school learning at Saint Mary. Our goal for technology integration is to prepare students to be able to operate in technologies that have not yet been created. To this end, we use a variety of systems and expose students to technologies of many types:

- Teachers create and deliver interactive lessons in all disciplines with the Mimio Suite, including MimoTeach, MimioVote and MimioView
- Teachers use Timeliner and the Adobe Suite to provide students with publishing and digital media arts opportunities, especially in social studies and language arts
- iPads are integrated into classes as early as Kindergarten and used to provide scaffolded RtI instruction as well as application opportunities
- Our students learn Google beginning in Kindergarten and take advantage of Drive and Docs to work

collaboratively and share information with their peers and their teachers

Meaningful instruction is the basis for student learning and growth at Saint Mary School.

6. Professional Development:

Professional development of faculty is an on-going commitment at Saint Mary School that is both linked to and developed from regular assessments of our strengths and areas of growth, as a community of learners. The Archdiocese of Chicago has developed partnerships with universities (University of Notre Dame, Loyola University, DePaul University), professional organizations (ASCD, NCEA), and experts in the field (Dr. Timothy Shanahan, Dr. Matt Larson, Dulany Consulting), that support administrators in their efforts to deliver high quality and on-going professional growth to our faculty.

At Saint Mary School Professional Learning Communities provide a place for teachers to support each other in their professional development. As teachers attend workshops and conferences, they come back to our school with resources and strategies to share with others. Teachers at Saint Mary have demonstrated leadership within the field of education, especially with regard to professional development, as teachers have participated in the creation of the Illinois Early Childhood Learning Standards and our teachers have presented at conferences including the Art of Writing conference. We have built a forum that supports “train the trainer” development at Saint Mary School. Teachers respond to what is constantly being discovered about how children learn by continuing their own education, sharing what they have learned with their colleagues, modeling lessons and providing feedback to each other, in the context of the Professional Learning Community. Commitment to professional development is truly a shared devotion.

Annually, teachers and administrators write goals that are aligned to the goals of our parish school and those of the Archdiocese of Chicago. These goals drive on-going professional development for our faculty, are determined by assessment of our students’ mastery of learning standards and provide a framework for teachers, as we all move together to challenge students to reach their fullest potential. In the past years emphasis have been on building rigor into the curriculum and aligning our teaching to the Common Core State Standards to prepare students for college and career. As a result of professional development and on-going teacher formation, student scores have continued to improve and increasing percentages of our graduates are placing into more advanced high school offerings.

7. School Leadership

At Saint Mary School the leadership team consists of the pastor, principal, assistant principal and school board. These people work together to ensure that school policies and programs support the mission and vision of Saint Mary School.

The school board is an advisory group, consisting of school parents and community members, who support the principal in her efforts to deliver excellence at Saint Mary School. The school board sets tuition annually and is an integral part of effectively communicating policy to school families. The State of the School meeting is an annual forum for school board members to interact with the school community at large and share information. A recent example of the school board advising the principal includes the implementation of National Junior Honor Society at Saint Mary School. With the school board’s assistance, this program was explained transparently, rolled out successfully, and has been embraced by the students and parents at Saint Mary.

The pastor is ultimately responsible for the success of the entire parish, including the parish school. Although the pastor is not an educator by trade, his constant presence at school and his hands-on approach and visibility make his commitment to Saint Mary School well known to the school and parish. His support, and the support of the associate pastors, is evidenced by their participation at school events and within the classrooms; this had led to parish-wide support of student learning.

The principal is immediately responsible for the daily happenings of Saint Mary School and also charged with long-range planning for school vitality. Making the grading scale more rigorous, enforcing the

academic eligibility policy for participation in extracurriculars and using data to drive instruction, are examples of principal-led policies that have had a direct impact on student achievement. One way in which the principal has planned for the long-range vitality of the school and brought the faculty and staff together as a team is by developing cultural beliefs at Saint Mary School. Over the past two years the faculty has worked together to recognize these beliefs in our teaching and learn to let what we believe about teaching and learning guide decisions that we make in the classroom; our cultural beliefs define how we interact and what we hold ourselves accountable to. With accountability all members of the team are demonstrating ownership, making real progress toward shared goals and supporting student achievement.

PART VI - NON-PUBLIC SCHOOL INFORMATION

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

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

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

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

2013-2014 Tuition

Grade	Amount
K	\$4700
1	\$4700
2	\$4700
3	\$4700
4	\$4700
5	\$4700
6	\$4700
7	\$4700
8	\$4700
9	\$0
10	\$0
11	\$0
12	\$0

4. What is the educational cost per student? \$5236
(School budget divided by enrollment)
5. What is the average financial aid per student? \$1625
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 4%
7. What percentage of the student body receives scholarship assistance, including tuition reduction? 12%

PART VII - ASSESSMENT RESULTS

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>TerraNova, 3rd Edition</u>
Grade: <u>3</u>	Edition/Publication Year: <u>2007</u>
Publisher: <u>CTB McGraw-Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	83	75	72	83	87
Number of students tested	20	20	24	36	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. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>TerraNova, 3rd Edition</u>
Grade: <u>4</u>	Edition/Publication Year: <u>2007</u>
Publisher: <u>CTB McGraw-Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	76	67	78	83	70
Number of students tested	20	20	39	30	41
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>TerraNova, 3rd Edition</u>
Grade: <u>5</u>	Edition/Publication Year: <u>2007</u>
Publisher: <u>CTB McGraw-Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	76	78	87	77	86
Number of students tested	18	36	27	38	43
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>TerraNova, 3rd Edition</u>
Grade: <u>6</u>	Edition/Publication Year: <u>2007</u>
Publisher: <u>CTB McGraw-Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	86	87	84	88	86
Number of students tested	34	24	31	38	49
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>TerraNova, 3rd Edition</u>
Grade: <u>7</u>	Edition/Publication Year: <u>2007</u>
Publisher: <u>CTB McGraw-Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	86	81	92	82	91
Number of students tested	25	29	33	44	45
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>TerraNova, 3rd Edition</u>
Grade: <u>3</u>	Edition/Publication Year: <u>2007</u>
Publisher: <u>CTB McGraw-Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	76	81	70	78	79
Number of students tested	20	20	24	36	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. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>TerraNova, 3rd Edition</u>
Grade: <u>4</u>	Edition/Publication Year: <u>2007</u>
Publisher: <u>CTB McGraw-Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	75	78	79	87	78
Number of students tested	20	20	39	30	41
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>TerraNova, 3rd Edition</u>
Grade: <u>5</u>	Edition/Publication Year: <u>2007</u>
Publisher: <u>CTB McGraw-Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	80	79	84	78	80
Number of students tested	18	36	27	38	43
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>TerraNova, 3rd Edition</u>
Grade: <u>6</u>	Edition/Publication Year: <u>2007</u>
Publisher: <u>CTB McGraw-Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	88	84	79	81	85
Number of students tested	33	24	31	38	49
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>TerraNova, 3rd Edition</u>
Grade: <u>7</u>	Edition/Publication Year: <u>2007</u>
Publisher: <u>CTB McGraw-Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	83	79	80	81	86
Number of students tested	25	29	33	44	45
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: