

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 Mr. Vito C. DeFrisco

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

Official School Name St. Hubert School

(As it should appear in the official records)

School Mailing Address 255 Flagstaff Lane

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

City Hoffman Estates State IL Zip Code+4 (9 digits total) 60169-3252

County Cook State School Code Number* 05-016-523X-10

Telephone 847-885-7702 Fax 847-885-0604

Web site/URL http://www.sthubertschool.org E-mail office@sthubertschool.org

Twitter Handle St. Hubert School@StHubertKnights Facebook Page St. Hubert Catholic School 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. Traci Garcia

(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. 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	17	25	42
K	26	18	44
1	25	19	44
2	27	18	45
3	20	28	48
4	30	28	58
5	25	24	49
6	25	25	50
7	15	28	43
8	26	29	55
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	236	242	478

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 14 % Asian
 - 2 % Black or African American
 - 2 % Hispanic or Latino
 - 1 % Native Hawaiian or Other Pacific Islander
 - 75 % White
 - 6 % 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	8
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	5
(3) Total of all transferred students [sum of rows (1) and (2)]	13
(4) Total number of students in the school as of October 1	489
(5) Total transferred students in row (3) divided by total students in row (4)	0.027
(6) Amount in row (5) multiplied by 100	3

7. English Language Learners (ELL) in the school: 1 %
4 Total number ELL
 Number of non-English languages represented: 3
 Specify non-English languages: Korean, Polish, and Spanish
8. Students eligible for free/reduced-priced meals: 3 %
 Total number students who qualify: 15

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: 4 %
18 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>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>0</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>3</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>13</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>0</u> Developmentally Delayed |

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	2
Classroom teachers	24
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	5
Paraprofessionals	5
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

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 20:1

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	97%	97%	97%	96%	96%
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 X

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

PART III – SUMMARY

For more than fifty years, St. Hubert School parents, teachers, and administrators have partnered in helping students develop both academically and spiritually in a student centered environment. The school configuration includes grades preschool through eighth serving a student population of nearly five hundred that reflects various racial, ethnic, and religious backgrounds. Our students, 95% Catholic and 5% non-Catholic, come from over ten zip codes, and 3% qualify for free and reduced lunch.

The mission statement guides the daily interaction among all stakeholders. “St. Hubert School educates all children, preschool through eighth grade, in a solid core curriculum and instills in them the principles of our Catholic faith and the ideas of Christian values. We regard each child as a unique gift from God worthy of love. We are committed to being partners with parents/guardians in nurturing students who will be morally, academically, socially, and emotionally prepared for the challenges of the future.” The teachers instill within students a deep commitment to God, the Church, and school community, through the teachings of the Gospel values and traditions. This mission is based on three pillars - Fostering Faith, Imparting Knowledge, and Developing Community.

At St. Hubert School, students attend weekly Mass, junior high students complete at least thirty service hours and participate in annual spiritual retreats, and Faith class is taught daily to all students. In addition, student council is a driving force in providing opportunities for students to help solve real world issues and show empathy to people in need. For example, students play an integral role in raising awareness of social issues, fundraising for those in need, and tutoring children in younger grades. Some of student council’s notable projects are raising money for the American Cancer Society, collecting food for local food pantries, and at the end of the year, students donate their unused school supplies to help less fortunate children.

Imparting knowledge is a significant part of the school mission, and the rigorous school curriculum reflects efforts to meet the individual needs of all students. St. Hubert School has a dedicated and experienced administration and a well-educated and well-certified faculty with over five hundred years of collective teaching experience. Teacher instructional practices reflect Robert Marzano high yield instructional strategies and best practices in education. Teachers consistently integrate use of technology through the use of document cameras, SMART boards, and iPads in unit lesson plans and regularly look for opportunities to include social media connections to enhance understanding of learning targets. Furthermore, subject area curriculums challenge all students, foster academic excellence, encourage the development of higher level and critical thinking skills, and lead to a commitment to lifelong learning. Students are prepared to be diligent citizens in society as well as active contributors in the church and in the world.

The school community is made up of several bodies that offer a wide variety of events at St. Hubert School. The Development Core Team was formed to create a proactive, sustainable fundraising and development approach that supports the financial well-being of St. Hubert School. All families are called upon to make an annual development commitment that can be met through a variety of options, including attendance at sponsored events, participation in the Track-A-Thon and Black and Gold Gala, or a monetary donation. Another key purpose of these activities is to build and promote community in the school and parish family. The St. Hubert Family and School Association, or FSA, is a volunteer organization dedicated to serving St. Hubert School and staff, its students, and its families. FSA enriches the school environment by helping provide programs and events such as Veterans’ Day, Grandparents’ Day, and Catholic Schools Week. These traditions are all opportunities that bridge school and community together. Moreover, St. Hubert School provides a plethora of extracurricular and enrichment opportunities that include an award winning band program and a strong athletics program. Additional after school activities are Chess Scholars, Stage Stars Acting Class, and Young Rembrandts.

The pillars at St. Hubert School are strong because of the partnerships among and between the school, church, parents, and students - all the key stakeholders. The faculty continually evaluates and improves on the building blocks of our pillars. A testament of the strength of these pillars is the children, the students of St. Hubert School. For these reasons, the school is deserving of the Blue Ribbon honor.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

a) All students in grades three through seven are assessed yearly using the Terra Nova, Third Edition Multiple Assessment in conjunction with the In View, an aptitude test measuring cognitive abilities reported as CSI scores. Individual student and grade level results are analyzed in relation to anticipated scores, based on the In View Cognitive Skills Index (CSI) results, and the obtained scores on the Multiple Assessment Test. National percentiles and quartiles compare students' scores with those in the national norm groups.

The Gates-MacGinitie reading test is administered to students in grades one and two in May of each school year. Vocabulary growth and comprehension skills are measured in terms of national stanines and grade equivalency to help with placement and flexible groupings in language arts.

St. Hubert School also administers the EXPLORE test in grade eight. Results are used to assist with recommendations for high school placement. All students take the tests, and accommodations are made for students with a formal Individual Educational Plan (IEP). These accommodations include but are not limited to testing in small group, extended time, reading the test (not for reading tests), or acting as a scribe. These tests are psychometric normed tests that are vetted for validity, reliability, and bias.

The faculty performs scope and sequence analysis of the objectives measured in the Terra Nova for every grade level assessed using the "Teacher's Guide, Terra Nova, 3rd Edition". EXPLORE objectives are compared to the learning objectives in the school's curriculum for each content area using the "EXPLORE Profile Summary Report" and the "EXPLORE Item Response Summary Report". This in depth analysis has shown that the curricular learning objectives in English/language arts, reading, mathematics, science, and social studies are aligned with the objectives measured on the Terra Nova and EXPLORE tests.

b) St. Hubert School takes great pride in administering the Terra Nova, Gates-MacGinitie, and EXPLORE tests with complete fidelity following the instructions given in the test administrator's manual in strict accordance. Testing schedules are coordinated and set in advance. The faculty meets and discusses required procedures and the school climate needed to ensure an optimal testing environment.

The Terra Nova test is administered in March every school year and measures specific performance objectives in reading, language, math, science, and social studies. The Terra Nova test provides the National Percent of the Mean NCE score (NP of Mean NCE). The 2013 Terra Nova range for reading spans from the 79 percentile in grade three to the 78 percentile in grade seven with a percentile high of 90 in grade six. For the math assessment, the NP of Mean NCE ranges from the 76 percentile in grade three to the 77 percentile in grade seven with a percentile high of 82 in grade five. The grade four 2010 Terra Nova results in both reading and math show a decrease in achievement by this group of students compared to their 2009 Terra Nova results. However, this decrease reflects the trauma of losing their teacher to a serious health issue that resulted in several different substitute teachers during the 2009-2010 school year. Additional longitudinal analysis of subsequent assessments for this cohort of students reflect a positive growth trend in both reading and math resulting in 2013 reading percentile of 78 and math percentile of 77. This positive growth trend resulted from flexible instructional groupings, improved teacher/student ratio achieved by maximizing available teaching staff, and in depth longitudinal analysis of student achievement followed by targeted instruction to meet individual needs.

The 2013 Terra Nova Quartiles compare the distribution of the students' scores with those of the national norm group. In the national norm group, 25% of the students had a National Percentile (NP) in each of the Quartiles. In reading, 55% of third graders, 66% of fourth graders, 52% of fifth graders, 81% of sixth graders, and 53% of seventh graders were in Quartile 4. Students in Quartile 3 and Quartile 4 combined are considered above the National Mean. In math, 81% of third graders, 81% of fourth graders, 88% of fifth graders, 84% of sixth graders, and 85% of seventh graders were in Quartile 3 and Quartile 4 combined. These results reflect the school-wide effort to include writing in all content areas, emphasis on literacy, and school-wide use of math materials focused on higher order thinking and development of

number sense.

Overall, St. Hubert students consistently perform above average in reading and mathematics when compared to the national norm. These findings have implications on the EXPLORE test St. Hubert eighth graders take in November. Results of the 2012-2013 EXPLORE test reveal the percent of students placing in Quartile 3 and Quartile 4 combined is 98% in English, 93% in reading, 83% in scientific reasoning, and 74% in mathematics.

Students in kindergarten through sixth grade are universally screened three times a year using "Dynamic Indicators of Basic Early Literacy Skills (DIBELS 6th Edition)". These test results help assess important reading skills and the overall reading program. Students landing in the strategic intervention group are regularly progress monitored. In addition, students in grades one through six are universally screened three times a year using "DIBELS Math" online assessment. These benchmark indicators provide important information that teachers use to determine appropriate learning targets for their students.

2. Using Assessment Results:

Terra Nova results are reviewed in late spring by school administrators and the resource teacher to track student outcomes and assist the faculty and administration in determining alignment with the school curriculum. Comprehensive longitudinal yearly progress of individual classes is tracked along with individual progress of students in grades three through seven. The In View Cognitive Abilities Test (CSI) results are used to compare anticipated scores with Terra Nova Multiple Assessment obtained scores. Educationally meaningful differences of seven or more Normal Curve Equivalent (NCE) units are noted. Tracking of obtained scores in relation to CSI intervals is also noted and provides important information regarding progress of students with varied abilities.

Teachers meet as a faculty across grade level and by subject area to analyze performance by individual content area objectives and determine the areas of highest need. Instructional goals for each department and grade are noted. Student data is used for middle grade placement in mathematics and re-teaching support with the resource teacher. Individual Profile Reports indicate the level of mastery achieved in content area objectives measured. Teachers also evaluate individual student results to determine areas of strength and weakness and adjust instruction as needed. Remediation may include additional resource support, recommendations for summer tutoring, or full case referral to the local public school.

Administrators and faculty analyze data looking for patterns or trends that indicate strengths or areas in need of improvement. Individual classroom, grade level, or school-wide populations are used in curriculum decision making. Decisions have been made regarding school-wide professional staff development or curriculum material changes. A new vocabulary development series was selected for grades six through eight largely because of its Common Core Standards approach. Several initiatives to improve student scores have been incorporated including classroom alternative assessment opportunities and Terra Nova test prep materials to reduce student test taking anxiety. Attention to the Common Core ELA Standards as well as scope and sequence mapping of the math curriculum to determine alignment with the Common Core Math Standards is a current school-wide initiative.

St. Hubert communicates assessment results to parents using the Terra Nova Home Report. Level of mastery in all subtests, achieved national percentiles, and recommended Lexile ranges are shared with parents. In addition, parents receive a Terra Nova school summary parent brochure that includes national benchmarks indicating the percent of students at each grade level at or above the national mean. Parents of students in grades one and two receive Gates-MacGinitie results indicating national percentiles, stanines, and grade level equivalency. Eighth grade parents also receive EXPLORE results that compare students both nationally and locally. Teachers meet with parents to discuss the successes and areas of concern, and parents are continuously informed of student progress via PowerSchool student information system. Standardized school test results are made available through the school website for the entire community. St. Hubert school recognizes the collaborative community effort of the faculty, students, and parents in achieving academic success.

3. Sharing Lessons Learned:

Faith, knowledge, and service represent the heart of Catholic education. St. Hubert School administrators and staff have a long history of modeling these tenets through continuous professional collaboration with educators in the surrounding and extended community.

The Office of Catholic Schools' partnership with the Catholic Diocese of Nsukka in Nigeria has a strong connection to St. Hubert School. The head administrator at St. Hubert is a member of the leadership team and is actively involved in building a strong relationship between these two dioceses. As a member of this leadership team, he conducted professional development initiatives in Africa and assisted in creating a model school that provides effective educational approaches. This school serves as a lab setting for teacher training intended to change the direction of education in the Nsukka system. The Archdiocese of Chicago chose St. Hubert as a host school, and teacher delegations from Nsukka visited in 2010 and 2012 to see best practices in action. St. Hubert students witnessed true evangelization and sharing of Christian values modeled by the staff. The head administrator also serves as Chairman of the Vicariate Principals Council, new principal mentor, and adjunct instructor with Dominican University.

A member of the St. Hubert Literacy Team presented at the 5th Annual Literacy in Motion Conference at Judson University in June of 2013. The presentation was the culmination of a yearlong cross-curricular literacy endeavor with the St. Hubert fourth grade curriculum. Exemplar literature supplemented the normal curriculum and provided units of study geared towards multicultural and historical topics. This faculty member is a featured speaker at the 46th Illinois Reading Council Conference in Springfield, Illinois, and is scheduled to present literacy based cross-curricular activities for the classroom.

St. Hubert School regularly welcomes student teachers from surrounding universities. The faculty embraces their professional responsibility to mentor and support novice teachers while benefiting from the fresh ideas and current best practices in education brought to the school. Service and sharing of ideas reaches beyond the immediate school family to the broader city and global community. Enhanced staff efficacy results and in turn contributes to the positive school climate at St. Hubert School.

4. Engaging Families and Community:

Developing Community is one of the three foundational pillars of the school's mission. This pillar involves enriching the St. Hubert School educational experience for the student, creating a sense of belonging and involvement for the families of the students, and strengthening the school-family partnership.

The Family and School Association (FSA) is the volunteer, school-affiliated organization dedicated to enriching the St. Hubert School experience for the faculty and staff, students, and families. For the faculty and staff, FSA hosts luncheons to celebrate career milestones and anniversaries and has made funding available to enable the school to bring technology upgrades into the classroom, stage curtains and electronic scoreboards for the gymnasium, new tables and blinds for the lunchroom, and air conditioning for the classrooms. For students, FSA annually hosts the Grandparents' Day Event, Halloween Walk, Veterans' Day Event, Santa Sale, Hot Dog Week and Raffle, and Eighth Grade Appreciation Night and Graduation Reception. In addition, FSA sponsors several student Food Day events and assemblies throughout the year and coordinates the room parent volunteers for each classroom. For parents, FSA hosts get-to-know-you social activities like the Road Rally, Girls' Movie Night, and Guys' Baggo Night. Also, guest speakers addressing parental topics of interest are invited to the general FSA meetings.

The Development Core Team is a standing committee of the School Advisory Board and has the primary responsibility for engaging with the St. Hubert Parish community at large and managing the school's two primary fundraising events, the Fall Track-A-Thon and Winter/Spring Black and Gold Gala. These events encourage investment in the school's financial well-being.

On a more informal basis, parents can become involved in the classrooms by volunteering to be lunch time readers to the early childhood and primary grade students, chaperoning field trips, and participating in classroom projects.

In September 2013, the school rolled out its newly redesigned website. This new website elevates the school's internet presence for both prospective and current families. For the prospective family considering the St. Hubert School experience, the website facilitates the decision-making process by clearly communicating the school's value proposition. For the current family, the website is an efficient and effective communication vehicle for what is happening at the school. Furthermore, the school is harnessing the power of social media with its Facebook and Twitter pages.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

The St. Hubert curriculum follows the Common Core Standards and Illinois State Learning Standards and meets the requirements for the State of Illinois and the Archdiocese of Chicago's Office of Catholic Schools. The curriculum is comprehensive, focused on academic excellence, and founded on high expectations for all students.

The language arts curriculum includes a balanced literacy approach dedicated to advancing children's reading and writing. An integrated language arts program in grades kindergarten through five connects reading, grammar, spelling, and writing. Reading instruction emphasizes phonemic awareness, vocabulary, fluency, and text comprehension. Exposure to rich literature in student anthologies and leveled readers provides the structural framework for advancing comprehension skills. School-wide adoption of 6 Trait Writing results in extensive writing in all content areas. Students in grades six through eight read exemplar novels and are coached in close reading of fiction and non-fiction selections leading to deeper levels of comprehension. Cross-curricular units of instruction coupled with technology support authentic practices in the language arts curriculum.

The mathematics curriculum follows a spiral approach that promotes understanding of math concepts, connects purpose for learning through real world applications, and emphasizes mathematics as a means of communication. Writing is consistently incorporated into daily instruction requiring student explanations in problem solving and computation. Manipulative and concrete experiences are a regular part of mathematical investigation in the primary and intermediate grades. Upper grade students are introduced to pre-Algebra, and accelerated students complete the equivalent to one year of high school Algebra resulting in advanced placement in high school.

The St. Hubert science curriculum explores physical, earth, and life sciences through interactive hands-on experimentation, investigation using the scientific method, and standard classroom instruction. Teacher use of Discovery Education, Google Earth, and interactive whiteboard applications transforms traditional classroom learning into digital learning environments. Teachers are currently exploring the newly released Next Generation of Science Standards (NGSS) and adjusting their instructional approach to include more real world connections between scientific inquiry and engineering design. The annual junior high science fair encourages investigation of topics of personal interest and presents an opportunity to share knowledge with the school community.

Social studies incorporate the Common Core State Standards for English Language Arts. Appreciation for cultural and economic diversity accompanies critical analysis of events. Integration of primary sources from the Library of Congress makes history come alive. Project based learning assists students in making connections between historical events and society today. Students participate in school government and develop an appreciation for rights and responsibilities.

The visual and performing arts curriculum at St. Hubert includes weekly art and music classes for students in kindergarten through grade five. Students in grades six through eight benefit from a full trimester of music appreciation and art survey. Exposure to great masters of art inspires student expression through a variety of visual art forms. Students participate in seasonal and holiday concerts as well as cross-curricular musical performances. Students in grades four through eight participate in elective band and school chorus. Senior band students entertain at local VFW events, and the school chorus annually performs at local retirement homes providing community service opportunities in the fine arts.

The physical education and health curriculum emphasizes gross motor development, teambuilding, along with wellness and healthy life style choices. Students in grades kindergarten through eight receive a general introduction to sports and learn the benefits of physical activity. A cross-curricular math/technology unit resulted in students wearing pedometers and recording their steps using Excel in computer class. Benefits of diet and exercise are emphasized in physical education classes, and a strong interscholastic athletic program

is offered to students in grades four through eight.

The technology curriculum follows the National Educational Technology Standards (NETS) emphasizing integration of technology in content areas. Students receive weekly instruction in the computer lab learning the use of technology as a powerful tool for research and multimedia presentations. Teachers use laptops, document cameras, iPads, and interactive whiteboards as effective instructional tools.

St. Hubert is in compliance with the NBRS program's foreign language requirement. Spanish is taught twice a week to students in fifth grade and three times a week to grades six through eight. Study emphasizes grammar, receptive and expressive language, and culture.

2. Reading/English:

a. The reading and language arts curriculum at St. Hubert is literacy based and uses practices that advance students' reading and writing abilities. Pearson Education "Scott Foresman Reading Street" series was selected for preschool through fifth grade because of its integrated language arts approach in forming independent learners. Guided reading, Readers' Theatre, and 6 Trait writing are critical components of instruction. Teachers use leveled readers with flexible groups and tailor instruction based on individual student need. Strategic intervention, on-level, and advanced groupings are created for targeted instruction to maximize student achievement. Student growth is progress monitored using a variety of formative assessments such as DIBELS Next, Benchmark unit assessments, and fresh reads from the series. Teacher created cross-curricular literacy units immerse students in rich exemplar literature during which teachers model metacognitive thought processes to develop deeper levels of comprehension. Teachers integrate technology through a variety of online resources to heighten classroom engagement. The Daily 5™ structure is practiced to help students develop positive habits of reading, writing, and working independently.

Upper grade levels rely on Prentice Hall "Literature" and novel studies to advance reading comprehension and literacy. Students are actively engaged in activities that emphasize student ownership and control of their learning. Close reading, annotating texts, analyzing multiple texts, and cooperative group formats contribute to enhanced comprehension. Student led literature circles allow for daily peer to peer and small group discussions that involve all classroom learners. Teachers incorporate technology standards and offer a wide range of student choice assessment options. Character Fakebook pages, flip books, online review games, podcasts, and student created videos encourage creativity and innovation.

The William Sadlier-Oxford "Vocabulary" series is used in grades six through eight and contributes to improved vocabulary skills while providing excellent prep for high school. The junior high literature and English teachers regularly collaborate with other content area instructors on instructional units that result in real world writing experiences. Students researched and debated controversial science topics, analyzed lyrics of the National Anthem while creating their own songs of tribute to our country, and read historical documents to enhance social studies objectives.

Literacy initiatives include a school-wide student publishing project through Student Treasures where children had their written work published into books. Many are a permanent part of the school library. A family literacy night is planned for this spring to kick off the summer reading program and involve parents in supporting reading.

3. Mathematics:

The St. Hubert mathematics curriculum is aligned with the Common Core Math Standards (CCMS). Instruction emphasizes conceptual understanding of mathematic concepts while encouraging perseverance in problem solving. Teacher created units of instruction include a variety of teacher and student centered activities based on high yield instructional strategies. Direct instruction, cooperative learning, reciprocal teaching, and project based lessons are an integral part of classroom math instruction.

Mastery of basic number skills and numerical awareness are components of math curriculums that develop number sense. Macmillan McGraw-Hill "Mathematics" was selected because of its rigorous attention to

mastery of these concepts with a text structured spiral approach. The series is used in kindergarten through fifth grade providing higher level problem solving, reinforcement, and maintenance of critical concepts. School-wide use of researched based Marcy Cook Math© materials at all grade levels is incorporated into weekly lessons. Mathematical thinking and established number sense occur through use of hands on activities and independent practice. Additional resources such as Touch Math© in the primary grades and Greg Tang Math© strategies and activities lead to deeper understanding of math concepts. Teachers regularly incorporate Kahn Academy video clips, Singapore Math strategies, and concept development lessons from the Mathematics Assessment Resource Service (MARS) website.

Students in grades six through eight develop pre-Algebra skills through Glencoe "Mathematic Application and Concepts, Course 1, 2, and 3". Accommodations are made for students requiring additional support. Math instructors provide daily review and re-teaching assistance during lunch periods and study hall. Peer tutoring and resource support is ongoing. Identified accelerated students in the upper grades complete one year of pre-Algebra using Glencoe "Pre-Algebra" and one year of Algebra using McDougall Littell "Algebra". Double math classes three times a week in the accelerated math sections emphasize problem solving, multi-step linear equations, quadratic equations, and graphing. Instructors use SMART Board applications and document cameras to enhance instruction in all upper level math classes. The strength of the curriculum is evidenced by the number of students placing into Geometry or Honors math classes as freshmen. Feedback from the surrounding schools suggests St. Hubert students experience an easy transition to high school because of the rigorous curriculum in place.

A team of teachers committed to developing STEM education formed this school year. Plans for a career day featuring engineers, medical personnel, and technology experts from the parent and local community reflect the school emphasis on real world math application.

4. Additional Curriculum Area:

The social studies curriculum at St. Hubert School emphasizes instruction in geography, economics, political science, and history. The curriculum is built on the foundations of the Illinois State Learning Standards and the Common Core State Standards for English Language Arts. Students are challenged and engaged through participation in skill building exercises, cooperative problem solving, real world discovery, and visual activities.

Two series of textbooks were selected for the junior high social studies program. For sixth grade, Holt McDougal's "World History Ancient Civilizations Through the Renaissance" was chosen for its rigorous text level, high vocabulary content, and interactive media and resources. The second textbook, by McDougal Littell, "Creating America: A History of the United States" supports both the seventh and eighth grade programs. This text was picked for its vast resources, connections to interdisciplinary subjects, media, and technology. In addition to these texts, a variety of primary sources from the Library of Congress, History Channel, United Streaming/Discovery Channel, and a variety of historical websites provide depth to the topic studied. Furthermore, music, photos, poetry, maps, graphs, and art are also used to generate student interest, support the text, and appeal to multiple intelligence learners.

Junior high social studies classes are taught using cooperative learning techniques where students are active participants in their own learning. Students are also highly engaged as the teacher consistently weaves technology into lessons by the use of a SMART Board, computer activities, and a variety of media. The social studies teacher also collaborates across other academic disciplines, particularly literature. Units of study are organized so students are able to establish connections across content areas on topics such as the American Revolution, the Civil War, immigration, World War II, and the Holocaust.

Christian values are incorporated into social studies classes and are aligned with the mission of the school. For example, when studying China, students were asked to compare the conceptions of Confucius to the Ten Commandments, or when studying Egypt, students were asked to compare the Egyptian notion of Ka to the Christian credence of a soul. The Common Core Catholic Identity Initiative ELA standards are regularly woven into lessons and provide a unique opportunity for students to see real world applications of the Christian values by which St. Hubert School is defined.

A thriving preschool exists at St. Hubert. This initial educational experience is dedicated to providing a strong foundation for future learning. Three and four year old half day classes along with a blended three and four year full day program comprise the preschool early childhood experience for children. St. Hubert embraces the philosophy that children learn best through play, socialization, and multi-sensory hands-on activities. The program provides a safe learning environment in which children develop at their own pace while acquiring skills, confidence, and independence needed to succeed in school and life.

Zaner Bloser "On the Road to Reading and Writing" is a reading readiness program presented in the preschool classes. Songs, stories, movement, and manipulatives introduce children to written communication and fundamental prewriting skills. Jolly Phonics involves a multi-sensory approach in which children learn to form and write letters, blend sounds, and begin to build words. This child centered program is carried through to kindergarten providing a strong literacy foundation for these early learners. Teachers introduce students to rich engaging literature and scientific research based instruction through Pearson Education "Scott Foresman Reading Street", also used in grades kindergarten through five. Listening comprehension, appreciation for the spoken and written word, and strong number sense develop naturally from teacher created units of instruction guided by the Common Core ELA and Math Standards. Kindergarten screening, modeled after Early Screening Inventory (ESI) in the spring suggests the vast majority of St. Hubert preschoolers come prepared to begin their formal education with the necessary readiness skills for success in school.

5. Instructional Methods:

In the tradition of academic excellence, St. Hubert teachers provide a varied approach to instruction guided by the understanding that children are unique individuals with specific academic strengths and areas of need. Formative and summative student assessment directs planning and decisions for tailored instruction in flexible groupings. Differentiated practices include review or re-teaching of learning targets, teacher interventions, or accelerated pace and enrichment opportunities. Attention to the zone of proximal development is evident in leveled reading and math groupings. Teachers scaffold instruction with gradual release of responsibility while working towards identifying a child's assisted and independent performance level. Teachers support and push students toward becoming confident and independent learners.

A student intervention team (SIT) exists at the school and includes administrators, resource teacher, social worker, and school nurse. The team meets weekly to support teachers, progress monitor at-risk learners, and brainstorm ways to engage all available staff in the educational process. A special education resource teacher uses several alternative reading programs to assist students with special learning needs. Fountas and Pinnell, Reading A to Z, Study Island, and Read Naturally are researched based programs used to reinforce classroom instruction with intervention support. Dragon Naturally Speaking, word processors, Nooks, iPads, and Kindles are available for children with fine-motor difficulties. The administration and resource teacher work closely with the local public school district to assure qualified students receive appropriate services for speech and language, learning disabilities, behavior disorders, and ELL. Vertical articulation with teachers at the next grade level ensures continuous student growth. The educational philosophy practiced believes all children can and will learn when instruction is based on their individual needs.

Data analysis of St. Hubert standardized test results, aggregated by cognitive intervals, suggests differentiation for the highest achieving students is an area for growth. Currently, identified students in grades six through eight qualify for accelerated math instruction. Language arts flexible groupings also recognize the needs of students with above-average abilities. Learning contracts, intelligence preferences, project based, and cooperative learning promote actively engaged students. Consistent use of technology enables students to connect with the school curriculum on advanced levels. Teachers use higher level questioning modeled after Bloom's Taxonomy throughout their instruction to encourage critical thinking and bring about depth of knowledge. Students are empowered to ask questions, explore topics of interest, and take risks knowing that the educational journey is not the same for all.

6. Professional Development:

Professional development at St. Hubert School focuses on helping teachers strengthen professional efficacy by understanding what effective teaching looks like. High level on-site professional development is the surest route to school improvement, and the faculty regularly engages in this whole school approach to enhance instructional practices.

After reviewing standardized test results three years ago, the faculty determined that written communication merited attention and selected the 6 Trait Writing approach to enhance the language arts curriculum. A facilitator from the Smekens Institute provided a full day workshop demonstrating teaching of the traits in the morning followed by an afternoon session emphasizing the common language needed to teach writing. In the morning, substitute teachers freed up classroom teachers allowing them to see the traits in action as the facilitator worked with the St. Hubert students. This experience was invaluable and supported teacher efficacy with application of this writing approach. Increased student writing in all content areas from social studies to art is visibly evident. In addition, a literacy team of teachers continues to advance writing initiatives fostering writing throughout the school. The recent 2013-2014 EXPLORE English mean score of 20.1 reflects student growth in literacy.

In 2012, St. Hubert formed a professional development partnership with the Center for Catholic School Effectiveness, School of Education, Loyola University, Chicago. Instructors from the university assist the staff with the transitions and shifts in instruction needed with the Common Core Standards. Several on-site workshops directed at unpacking the standards, scope and sequence mapping, and sharing of teacher resources have advanced adoption of these standards at the school.

The faculty regularly participates in book studies and guides each other in ongoing school improvement efforts. "The Highly Engaged Classroom" by Robert Marzano revealed research based instructional strategies to elevate higher level thinking in the classroom. "The Understanding by Design (UbD) Guide to Creating High-Quality Units" by Grant Wiggins and Jay McTighe improved skill in designing units of instruction aligned with the Common Core Standards. The culmination of the Wiggins book was a staff development sharing of teacher created units where teachers presented their newly created best practices. The school values an ethic of experimentation and encourages educators to research cutting edge curriculum tools that result in academic student success. The professional development vision for the school involves sustaining the highest standards for teachers resulting in high quality instruction for the students.

7. School Leadership

Teacher quality and student-teacher relationships are two key ingredients that contribute to student success. The path to this success begins with administrators who model exemplar professional standards, work to sustain a healthy school climate, and maintain high expectations for teachers and students. The cornerstone of the administrative leadership philosophy at St. Hubert School fosters a commitment to these principles.

St. Hubert currently partners with the Archdiocese of Chicago and AdvancEd Illinois in an accreditation process. Demographic data collection, student performance analysis, and stakeholder surveys are used to develop school goals and action plans for school improvement. This internal review process reflects the administration's commitment to include all stakeholders in advancing the school mission and vision for exemplar education.

A staff development structure is in place to maximize precious personal time, communicate respect for the staff, and nurture individual leadership. A weekly rotation of faculty meetings ensures that learning communities thrive at the school. Business, unit, curriculum, and staff development meetings occur on early dismissal Wednesdays. The business meetings ensure that the staff regularly convenes as a group to maintain a mission driven dedication to the school. Weekly staff reminders are sent via email minimizing the need for unnecessary group meetings. Vertical and horizontal articulation by grade level and department occurs at unit meetings and supports the learning community framework. Teachers discuss observed holes in instruction from grade to grade, share educational resources gathered at outside workshops, or formulate

school policy and procedural needs. At curriculum meetings, teachers conduct scope and sequence mapping and alignment with instructional standards. The monthly staff development meetings support ongoing school improvement and continuous professional growth. No one teacher is responsible for the success or failure of a student, and the administrative management style promotes a culture of professional collaboration through shared leadership.

Teachers engage in articulation meetings with local high schools to assess curriculum strengths and needs while maintaining an image of transparency. St. Hubert administrators have an open door policy and encourage staff to view themselves as professionals united in ongoing efforts to improve instruction. This shared leadership philosophy values opinions and innovative ideas that help with planning and implementation of school initiatives. From the literacy team to the uniform policy committee, St. Hubert staff share a passion and commitment to the school. Student success is not an individual effort but rather a school-wide effort that upholds accountability for learning and nurtures leadership.

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	\$5488
1	\$4488
2	\$4488
3	\$4488
4	\$4488
5	\$4488
6	\$4488
7	\$4488
8	\$4488
9	\$0
10	\$0
11	\$0
12	\$0

4. What is the educational cost per student? \$4785
(School budget divided by enrollment)
5. What is the average financial aid per student? \$314
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 9%
7. What percentage of the student body receives scholarship assistance, including tuition reduction? 3%

PART VII - ASSESSMENT RESULTS

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Terra Nova 3rd Edition Multiple Assessment</u>
Grade: <u>3</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>CTB / McGraw-Hill</u>	Scores are reported here as: <u>NCEs</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	68	82	70	67
Number of students tested	60	53	51	43	54
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>Terra Nova 3rd Edition Multiple Assessment</u>
Grade: <u>4</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>CTB / McGraw-Hill</u>	Scores are reported here as: <u>NCEs</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	72	77	75	56	66
Number of students tested	47	53	42	48	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>Math</u>	Test: <u>Terra Nova 3rd Edition Multiple Assessment</u>
Grade: <u>5</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>CTB / McGraw-Hill</u>	Scores are reported here as: <u>NCEs</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	82	83	65	76	70
Number of students tested	50	38	51	39	40
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>Terra Nova 3rd Edition Multiple Assessment</u>
Grade: <u>6</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>CTB / McGraw-Hill</u>	Scores are reported here as: <u>NCEs</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	79	69	73	61	72
Number of students tested	37	55	39	33	54
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>Terra Nova 3rd Edition Multiple Assessment</u>
Grade: <u>7</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>CTB / McGraw-Hill</u>	Scores are reported here as: <u>NCEs</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	77	81	77	78	78
Number of students tested	53	43	33	51	67
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>Terra Nova 3rd Edition Multiple Assessment</u>
Grade: <u>3</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>CTB / McGraw-Hill</u>	Scores are reported here as: <u>NCEs</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	79	70	77	75	73
Number of students tested	60	53	51	43	54
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>Terra Nova 3rd Edition Multiple Assessment</u>
Grade: <u>4</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>CTB / McGraw-Hill</u>	Scores are reported here as: <u>NCEs</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	78	82	82	64	66
Number of students tested	47	53	42	48	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>Terra Nova 3rd Edition Multiple Assessment</u>
Grade: <u>5</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>CTB / McGraw-Hill</u>	Scores are reported here as: <u>NCEs</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	83	66	71	78
Number of students tested	50	38	51	39	40
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>Terra Nova 3rd Edition Multiple Assessment</u>
Grade: <u>6</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>CTB / McGraw-Hill</u>	Scores are reported here as: <u>NCEs</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	90	78	79	78	83
Number of students tested	37	55	39	33	54
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>Terra Nova 3rd Edition Multiple Assessment</u>
Grade: <u>7</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>CTB / McGraw-Hill</u>	Scores are reported here as: <u>NCEs</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	78	78	79	81	75
Number of students tested	53	43	33	51	67
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: