

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

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[ ] Public or [X] Non-public

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

Name of Principal Mrs. Kathleen Ann Carden

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

Official School Name The School of Saints Faith, Hope & Charity

(As it should appear in the official records)

School Mailing Address 180 Ridge Avenue

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

City Winnetka State IL Zip Code+4 (9 digits total) 60093-3839

County Cook State School Code Number\* N/A

Telephone 847-446-0031 Fax 847-446-9064

Web site/URL http://www.faithhopeschool.org E-mail kcarden@faithhopeschool.org

Facebook Page

http://www.facebook.com/schoolofsaintsfaithhopeand

Twitter Handle charity 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. Mary Paul McCaughey, N/A

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

E-mail: mmccaughey@archchicago.org

Other)

District Name Archdiocese of Chicago Tel. NA

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. Corinne Guarraia, N/A

(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**

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**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

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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. 2 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
<b>PreK</b>	25	25	50
<b>K</b>	16	14	30
<b>1</b>	14	13	27
<b>2</b>	12	12	24
<b>3</b>	20	10	30
<b>4</b>	8	15	23
<b>5</b>	12	17	29
<b>6</b>	14	13	27
<b>7</b>	13	21	34
<b>8</b>	23	11	34
<b>9</b>	0	0	0
<b>10</b>	0	0	0
<b>11</b>	0	0	0
<b>12</b>	0	0	0
<b>Total Students</b>	157	151	308

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 1 % Asian
  - 1 % Black or African American
  - 1 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 97 % White
  - 0 % 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: 2%

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

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	3
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	4
(3) Total of all transferred students [sum of rows (1) and (2)]	7
(4) Total number of students in the school as of October 1	288
(5) Total transferred students in row (3) divided by total students in row (4)	0.024
(6) Amount in row (5) multiplied by 100	2

7. English Language Learners (ELL) in the school: 0 %  
0 Total number ELL  
 Number of non-English languages represented: 0  
 Specify non-English languages:
8. Students eligible for free/reduced-priced meals: 0 %  
 Total number students who qualify: 0

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 %  
11 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>0</u> Emotional Disturbance | <u>2</u> Speech or Language Impairment         |
| <u>0</u> Hearing Impairment    | <u>0</u> Traumatic Brain Injury                |
| <u>0</u> Mental Retardation    | <u>0</u> Visual Impairment Including Blindness |
| <u>7</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:

	<b>Number of Staff</b>
Administrators	1
Classroom teachers	24
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	12
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.	2

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 14:1

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

<b>Required Information</b>	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	95%	95%	95%	95%	95%
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

<b>Post-Secondary Status</b>	
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**

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Founded in 1939 by the Dominican Sisters of Sinsinawa, Wisconsin, the school of Saints Faith, Hope and Charity is a Catholic elementary school in the Archdiocese of Chicago, educating children in the formative years of preschool through eighth grade. The school is an integral part of the parish of Saints Faith, Hope and Charity Church. Winnetka is a northern suburb of Chicago renowned for its high performing local public schools; the school of Saints Faith Hope and Charity equals the academic standards of its neighboring schools while adding a rich component of spirituality, service and community to its unique educational offerings.

The mission of the School of Saints Faith, Hope and Charity is to provide an educational environment for building moral character and intellectual integrity. Students learn a way of life that weaves spiritual and moral development within curricular studies and achievement. With a strong foundation in academics, values, and leadership, graduates are prepared to face the challenges of a larger global society with intellectual skills, self-confidence and a sense of moral responsibility.

The school's curriculum is rigorous and integrated across all subjects and grade levels, meeting and exceeding the Illinois State Standards in mathematics, reading, language arts, science, social studies and technology education. At Faith Hope, the primary goal is to empower students to independently identify and solve problems which are skills necessary to become lifelong learners. The school combines innovative and progressive teaching methods with a low student/teacher ratio and classrooms focused on discovery learning. Teachers, many with advanced degrees, act as guides to student learning, posing questions and encouraging students to independently and collectively discover answers. The needs of all students are met by differentiation within the classroom. Additionally, support is provided by three learning specialists who help build solid foundational skills in the Learning Lab, and provide challenge through the Discoverers Gifted and Talented Program.

The spiritual life of the students at Faith Hope is a cornerstone of the school's mission to educate the whole child. Each week, children participate in weekly mass, with leadership of the Mass assigned to one grade on a rotating basis. Faith partners, the backbone of student relationships, unite younger and older students. This pairing teaches older children the responsibility of being mentors while providing younger children with role models. Additionally, students participate in Catholic traditions such as altar serving, rosary, Stations of the Cross, May Crowning and an annual Christmas program. Preparation for the Sacraments of First Reconciliation, First Holy Communion and Confirmation are integrated into the religious education curriculum and reinforced through class retreats. There is a defined service program with service projects being assigned to each grade level. In addition to outreach stemming from current events, students regularly participate in programs at Misericordia Heart of Mercy, Campus Kitchens of Northwestern University, Just Harvest Community Kitchen, and Northshore Senior Center. Most recently, student council officers traveled downstate to Washington, Illinois to deliver warm coats and sweatshirts along with a \$950 check to the parishioners of St. Patrick Parish who were devastated by a tornado. Plans are being made for a group to travel to Mexico as a cultural exchange with Nuestros Pequeños Hermanos Orphanage.

In a school where family and legacy is honored, traditions and togetherness prevail. Groups of children start and end their day by riding bikes or walking to school together, school spirit is celebrated in athletic events, and community service is expected and valued along with academic achievement. The recent seventy-fifth anniversary of the parish allowed for reflection on these traditions that have touched so many in Winnetka over the years. Favorite memories include the second graders participating in their annual "Readers Theatre"; the moving reenactment of the Stations of the Cross each Lent by the fifth grade; the eighth graders' year-end musical; the school-wide partnership with Children of Peace school in inner-city Chicago; the annual Christmas Parent Mass; May Crowning of Mary; trips to France, Washington D.C. and Springfield; and exciting project-based learning activities. Students from Faith Hope graduate and transition into the world of adulthood as competent thinkers, citizens and leaders for their respective generations.

The School of Saints Faith, Hope and Charity continues to work towards excellence. Every year it strives to make its facilities, education, moral guidance and community better. The school has instituted a

comprehensive and cutting-edge technology plan and added a preschool program in August 2013. The School of Saints Faith, Hope and Charity is worthy of Blue Ribbon Recognition due to its unique atmosphere of family-based traditions, value-based learning, and an educational mission to educate the whole child. This individual approach is not unique to parochial education. However, a dedication to this philosophy coupled with academic rigor, extra-curricular enhancements, and the global and technological awareness more often associated with larger public institutions, makes Faith, Hope and Charity a true treasure of a school.

## **PART IV – INDICATORS OF ACADEMIC SUCCESS**

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### **1. Assessment Results:**

a)The School of Saints Faith, Hope and Charity uses a variety of methods to assess student learning and development. Data and information from assessments helps to shape and form the instructional program. The Archdiocese of Chicago requires that the CTB-McGraw Hill Terra Nova, Multiple Assessment test be administered to third, fifth and seventh graders every March. The School of Saints Faith, Hope and Charity administers this test annually to all second through seventh graders. The Reading subtest of the Terra Nova measures the following reading skills: basic comprehension, analyzing text, evaluating and extending meaning, and identifying reading and writing strategies. The Math portion of the Terra Nova measures numbers and numerical relations, computation and numerical estimation, operational concepts, measurement, geometry and spatial sense, data analysis, statistics and probability, patterns, functions, problem solving and reasoning, and algebra. Results of this test provides critical information in identifying patterns and trends in curriculum as well as areas for future growth. In addition, results provide information on how the school compares to national as well as local norms and standards.

b)Test results from the last five years indicate students at FHC perform well on the Terra Nova, consistently exceeding national norms as well as the averages of the 211 Archdiocesan schools in Chicago, both in reading and math at every grade level. Results from recent testing indicate that out of 176 students tested 78% scored above average the (greater than 75%) and 87% scored in the average range(greater than 75%) in math. This benchmark indicates the school performs well with regard to national assessments. When comparing Faith Hope to the local area Archdiocesan schools, the school also exceeds and performs on a higher level. In analyzing the Terra Nova scores for the last five years, there is only one score that fell below the NPNCE of 70% (2012 3rd grade reading). This is currently being addressed by incorporating a new reading series (McGraw-Hill Wonders), as well as working with literacy coaches across all grade levels.

Eighth grade students at Faith Hope take the EXPLORE test in October. This standardized test, the first in the ACT series, measures student achievement and predicts how well-prepared students are for college. The average national percentile for the class of 2014 was 85%.

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

Assessment results are utilized as a key component of the teaching and learning cycle beginning with the youngest children and continuing throughout all levels at Faith Hope. Junior Kindergarten teachers conduct informal assessments throughout the school year. These provide natural checkpoints for students in letter and sound recognition, oral comprehension and other early literacy skills. Kindergarten teachers use AIMSweb testing three times per year to assess letter naming, phonemic awareness and nonsense word fluency. First through fifth grade teachers use AIMSweb testing in conjunction with CARS testing to monitor progress.

Math skills are assessed in much the same way as using a variety of formal and informal tools to monitor and track student growth and progress. Unit tests and curricular checklists provide the basis for mastery of specific math skills and concepts. Informal and anecdotal records assist teachers in identifying students' individualized needs for differentiated instruction. Beginning in second grade, students take the Terra Nova test. In addition, teachers administer regular progress checks through the Everyday Math Program. This ongoing assessment allows teachers to adjust their instruction for group and individualized instruction.

The school administers standardized tests to students in grades 2-7 annually and receives the results of the annual Terra Nova tests in May. A data team is established to identify areas of strength and lead discussions on areas in need of growth. The principal leads this team in data deliberations and a report is presented to the faculty. The faculty then meets in curriculum areas to analyze the results and plan for any necessary curriculum changes. Areas of identified weakness are discussed and goals are set to address these concerns. The faculty then discusses the quartile distribution and studies the distribution of individual students, keeping in mind that standardized tests are just a "snapshot" of one day in the life of a child. The quartile reports help to identify those students who need extra support and those who are ready for

enrichment in any subject area. The teachers utilize these findings to differentiate their instruction and homework. The teachers meet regularly as instructional teams to monitor their progress with the objectives and share successful strategies.

Eighth graders take the ACT EXPLORE test in October, and the results are analyzed with the junior high team of teachers. In addition, the principal meets with local high school administrators and department chairs to look at trends in student performance on entrance exams, and specifically, to see how students test upon entrance and then how they continue to perform during their time in high school.

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

The School of Saints Faith, Hope and Charity is part of a council of ten schools. The principals of these schools work together to share resources and provide a community of support and experience. Common goals among these schools are identified and provide the basis for network professional development. Assessment results identify areas for curriculum development and help guide professional development areas for enhancement of teacher skills. Network professional development has focused on differentiated instruction and faith development in recent years, and literacy and technology instruction this year. While the school has recently acquired new technology equipment such as Promethean boards, iPads, and laptops for student and teacher use, training is necessary to fully implement this technology into the classroom. Eighth grade students began an 1:1 iPad initiative in November 2013, which required extensive professional development with applications such as iMovie, Air Server, Edmodo, and iTunes University.

In addition, the principal has incorporated a weekly early release into the schedule, allowing teachers to work in professional communities to enhance curriculum of the school as well as their individual teaching craft. A professional development calendar for the school year provides time each week for curriculum work, technology training, work with literacy coaches, and grade level instructional time.

The School of Saints Faith, Hope and Charity and the Winnetka Public Schools have a positive working relationship and serve as part of the Winnetka Alliance for Early Childhood network of local area public and private schools. This community collaboration connects area school professionals as well as parents with a range of resources in support of healthy child development. This professional learning community environment supports a culture of engagement and learning utilizing the latest research and pedagogy to support student learning and best practice for children.

There are numerous other ways the Faith Hope community engages in best practice and ongoing learning. Relationships with two local universities provide additional resources and support. University faculty members are involved in work at Faith Hope to support and mentor new teachers and to provide curriculum and development training. Teachers serve as mentors to new teachers within the building. Professional memberships in national and local organizations, such as the Association for Supervision and Curriculum Development, The International Reading Association, and several others provide another layer of resources. Teachers visit other classrooms within the building for peer observations, as well as classrooms at other schools to bring back ideas for improving their teaching and finding new ways to engage students in the learning process.

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

The caring and supportive atmosphere of the school comes from an involved parent and local community network. Parents are frequently incorporated in school activities and programs. The parent community works in a variety of efforts to sponsor events and projects that promote and support the school and its educational mission. The school culture supports and places a high regard on learning, success and service to others. Parental and community support is a hallmark of the school and enhances its unique culture and traditions. The school's strong PTO provides a variety of activities and events that extend beyond the school and serve as community builders. These events include Blarney Bash, Turkey Trot, Harvest Day, Veteran's Day and Santa's Workshop.

Communication with parents and community members is frequent and ongoing through a variety of means. Each week, the principal distributes an electronic newsletter highlighting upcoming events and featuring a reflection on parenting and the role of family and faith in the lives of developing children. These include ways parents can help and support their children as well as ways to help children learn from mistakes. Teachers maintain regular communication with families via a weekly folder, classroom blogs or websites, email and in person dialogue. Parents are able to access information about their children's assignments and grades on a regular basis using the Powerschool program. An electronic welcome on a television screen at the school's entrance provides updates about the weekly schedule and highlights of the previous week. The school's new website provides additional information to communicate the mission of the school to those outside the school community. An annual all-school survey is used to obtain parent, student and staff feedback and respond to needs or areas not addressed in the programs provided.

Most recently, a weekly eblast has been developed to push information about current happenings at the school out to the greater parish community. This communication, What's Happening at FHC? is widely and well received among the various stakeholders of the school.

## **PART V – CURRICULUM AND INSTRUCTION**

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### **1. Curriculum:**

The School of Saints Faith, Hope & Charity provides an ideal environment for building moral character, integrity and a strong academic foundation. Faith Hope strives to provide academic excellence by combining the most innovative and progressive teaching methods with the best of a traditional Catholic education. The curriculum is integrated across subjects and grade levels and meets or exceeds the standards in mathematics, language arts, science, social studies, and technology. A variety of teaching strategies are used to meet the various learning styles of all students. Faith Hope's curriculum follows the Chicago Archdiocesan Standards, which are based on the Illinois State Standards and are currently being aligned with the Common Core State Standards.

**Religion:** Faith Hope is a place to grow—in heart, in mind, and in soul. Prayer and religious formation are central to the daily experience at Faith Hope. Students are taught to actively recognize the role faith continually plays in helping them grow as caring, moral individuals. Students are continually challenged to live as Jesus did by developing God-given talents, participating in grade-level retreats, planning all-school Masses, preparing for sacraments, serving the community, helping the less fortunate, assisting younger students as Prayer Partners, and celebrating the differences in all of God's children. Upon leaving Faith Hope, students' morals and values are woven into the fabric of their lives, and they are ready to make a positive impact on the world around them.

**Language Arts:** See specific information under question #2 below.

**Mathematics:** See specific information under question #3 below.

**Science:** The science curriculum includes class instruction, laboratory experiments, assemblies, field trips, and participation in a science fair. Areas of study include: life, physical, and earth sciences, as well as biology, physics, and chemistry. The scientific method is followed during lab experiments. Students in grades 6-8 attend daily science classes in a full lab, and teachers incorporate technology to deliver the material. Foss kits have been added as a pilot program in grades K-8 and will be fully implemented during the 2014-2015 school year.

**Social Studies:** The goal of the social studies curriculum is to teach students to be informed citizens who strive to make a difference in the world around them. Students learn to understand the importance of their role in family and community, as well as how they and the world around them are affected by culture, geography, and politics. Seventh grade students learn about their state and its government on an overnight trip to Springfield, while eighth grade students enhance their studies through a trip to Washington, D.C.

**Fine Arts:** Students participate in music and art classes within their school day. Students in Grades 3 and above are encouraged to participate in the parish children's choir. Students in Grade 3 learn to play the recorder. During the 2013-2014 school year a partnership was formed with Loyola Academy to form a band. As a result, all sixth grade students play an instrument under the guidance of an instructor from Loyola. In addition, the band program is optional for students in grades 4th, 5th, 7th, and 8th. Visual Arts represents an integral part of curriculum and offer students the opportunity to express themselves creatively in tangible media. Children's artwork has been showcased at the local public high school's Annual Sender School Art Exhibition, LUMA (Loyola University Museum of Art) in Chicago, as well as displayed throughout the school at an annual Spring Art Fair. Students work with residents of Misericordia Heart of Mercy, a residential home for physically and developmentally disabled residents to create an annual art project. Past projects include a recycled paper plate "poppy" piece inspired by the work of Georgia O'Keefe. This year's project will be a mural created with recycled bottle tops. In the area of performing arts, students of all ages participate in an annual Christmas pageant while eighth graders prepare and present a spring musical for the school and greater community by acting, singing, creating sets, advertising, and mobilizing a stage crew.

Foreign Language: Faith Hope is in compliance with the program's foreign language requirements. Faith Hope's world language program consists of Spanish and French. These two languages are alternated beginning in four-year old Junior Kindergarten, giving students an early start in exploring other cultures and in understanding their own roles in global society. Beginning in fifth grade, students choose which language they would like to focus on for their remaining years. Students then begin daily language instruction in junior high. Faith Hope students consistently perform well on National French and Spanish exams, and frequently test into advanced level honors classes in high school. Seventh grade students are invited on a trip to France each spring.

Technology: Faith Hope boasts a blended technology model. Each classroom is equipped with a laptop. iPads are stored on two carts strategically placed throughout the school, and Promethean and Epson Interactive Projectors are installed in each classroom. Students visit a full technology lab for instruction, and there is an additional research lab located in the school library with desktop computers. This blended model allows students to learn a variety of systems, preparing them for the myriad of platforms offered in high school. Technology instruction is incorporated into grade level curricular content. Eighth graders began a 1:1 iPad program in November 2013 and use apps such as Edmodo and iTunes U to enhance their learning. Students also benefit from Discovery Education's many interactive lessons, and take part in a live morning newscast using green screen technology. The second wave of a five-year technology plan has been implemented, and ten macBooks have been ordered. Plans are underway to implement a 1:1 laptop program in 6th grade for the 2014-2015 school year.

Physical Education/Health: Students participate in bi-weekly PE classes that encourage physical fitness, teamwork, sportsmanship, proper nutrition, and a healthy lifestyle. Every student has the opportunity to participate in team sports. Sportsmanship, with the discipline and responsibility it instills, are the focus of Faith Hope's athletic program. Students are offered flag football, football, cheerleading, volleyball, basketball and golf. Faith Hope's competitive athletic program has a "no cut" policy for athletics, encouraging both novice and seasoned athletes to participate. In addition to interscholastic competition, intramural programs, sports clinics, summer camps and open gym nights are offered to help students develop their skills in less competitive ways. In October 2013, the school hosted a health fair to bring awareness to juvenile diabetes and the school's three diabetic students. All students participated in an awareness walk and the eighth grade used technology to research and create presentations to educate the student body about some of the myths and facts about diabetes.

Extra-Curricular: Faith Hope students take part in a variety of after school enrichment classes during the fall and spring sessions. Students choose from activities such as cooking, art, scrapbooking, knitting, hands-on science, chess, golf, tennis, creative writing, drama, martial arts, and dance to enhance their knowledge. Faith Hope also has an active student council, comprised of junior high officers and representatives from student in grade 1-8. The student council actively works to enhance school spirit, as well as to provide outreach to others locally, nationally, and around the world. Eighth graders participate in Future City, and junior high students participate in local high school academic bowls. The 8th grade academic bowl team won first place at Notre Dame College Prep in October 2013.

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

The Language Arts curriculum includes instruction in reading, writing, spelling, vocabulary, handwriting, literature and grammar. A variety of methods are used including whole group reading, small group guided reading and novel studies. Students read and write across the curriculum, and integrate technology such as iPads and Promethean Boards into a variety of language arts lessons. A new language arts program (McMillian McGraw Hill Wonders) aligned with the CCSS was implemented in 2013. All content area teachers are being trained as reading teachers by reading specialists to show our commitment to teaching literacy across the curriculum. In addition, the school has departmentalized classes beginning in 4th grade to allow highly qualified teachers to be the core reading/language arts teachers at each grade level. Teachers are implementing the Close reading strategy and teaching students to pull meaning from a variety of texts, including fictional, non-fictional, and informational.

Faith Hope teachers recognize that once students learn to read, they must read to learn, and therefore spend

much time making sure students have polished comprehension skills. The following comprehension strategies are introduced and reinforced at all levels: identifying main idea, recalling facts and details, understanding sequence, recognizing cause and effect, comparing and contrasting, making predictions, finding word meaning in context, drawing conclusions and making inferences, distinguishing between fact and opinion, identifying author's purpose, interpreting figurative language, distinguishing between real and make believe, and summarizing. Additional support is offered to students who fall behind or do not meet the benchmark scores on screening assessments such as Aimsweb and CARS.

The 6+1 Traits of Writing curriculum is followed at all grade levels and students are exposed to narrative, expository, persuasive, and research-based writing. Ideas, organization, voice, word choice, sentence fluency, conventions, and presentation make up the common language of writing instruction at Faith Hope. An All-School Writing Project was recently launched and kicked off by author and NBC correspondent, Mike Leonard and award-winning children's author, Tammy Carter Bronson. Students initiated a piece of writing in the fall and continued to polish it as the year progressed by applying new knowledge of grammar and mechanics, as well as newly acquired stylistic elements. This allowed them the opportunity to grow in the same way a published author does through the long revision process, as opposed to the quick-turn-around type of assignments that are common in school. The culmination was a Writer's Convention in the spring, where students shared their work and showed how it evolved through the revision process, as well as knowledge gained throughout the year.

### **3. Mathematics:**

The University of Chicago Everyday Math Program is used in grades K-3. This program encourages the use of multiple strategies and allows students to work in pairs and small groups to see the perspective of others solving the same problem. Everyday math is supplemented with practice (drill in the basic concepts) through computer-based programs such as Xtra Math.

During the 2013-2014 school year, a traditional program was implemented in grades 4 and 5 to better align with the junior high math program and make the transition into pre-algebra and algebra smoother for students in these grades. Students learn to solve real world problems through a variety of strategies, and use iPads and Promethean boards during math instruction. Teachers work to create good problems solvers, as well as students who master key concepts and have a quick recall of basic facts required for progression to higher level math. Students in Grades 6-8 use the McDougal-Littel preAlgebra and Algebra series. Faith Hope works to articulate with math teachers at the local public and catholic high schools and to align the curriculum with the expectations of these schools. As a result, 25% of 7th and 8th grade students are enrolled at two local high schools, having qualified to take honors level Algebra II or Geometry. The school has added an honors level math class for grades 6-8, taught by a local high school teacher. The School of Saints Faith, Hope and Charity is committed to placing students in the ideal track of math to enhance their understanding, challenge the mind, and prepare them for the rigor of high school.

Faith Hope's math curriculum is based upon the Archdiocese and NCTM (National Council of Teachers of Mathematics) Standards. It, too, is in the process of being aligned with the Common Core State Standards, and the Archdiocese is currently researching strong programs to endorse. It is expected that The School of Saints Faith, Hope and Charity will adopt a new program during the 2014-2015 school year.

Promethean Boards are installed in all the classrooms and used by both teachers and students during math classes. They are used to deliver and supplement curriculum with lessons and activities from the text and Promethean Planet. This use of interactive technology allows teacher to instantly monitor progress and check for understanding of key mathematics concepts.

Extra support is offered to students at all grade levels who fall behind, need a little more time to master concepts, or do not make benchmark on regular progress monitoring screenings.

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

All of our students participate in meaningful co-curricular field trips throughout the Chicago metropolitan area. The Holocaust Museum, Museum of Science and Industry, The Chicago History Museum, The Grove National Landmark, The Goodman Theater, The Chicago Architectural Foundation, and The Chicago Symphony are just a few of the places our students visit.

Advanced programming is provided to students through the local high school advanced classes. Students in seventh and eighth grade participate in high school Honors Level Algebra and Geometry courses at two local high schools. A Gifted and Talented program was launched this year to meet the needs of our gifted population and to keep them stimulated and challenged. Three full-time learning specialists, a speech pathologist, nurse, and a social worker round out the educational team to meet the needs of all students. Faith Hope students are enriched through many cultural enrichment experiences. Eighth grade students attend ballroom dance classes with a neighboring school. These classes teach the elements of dance, as well as proper etiquette for social settings. Included are two formal dances per year with the partnering school.

Eighth grade students also perform a musical in the spring for the school and neighboring community. Students gain experience in singing, dancing and acting, as well as in set design, lighting, stage crew, and costumes.

Social and emotional learning (SEL) is a key component at Faith Hope, as teachers and administration recognize that when children feel good about themselves and confident in their abilities, the possibilities for learning are endless. The school has adopted Second Step, an SEL program for grades Preschool-8th.

There is a defined service curriculum beginning in preschool. Each grade is committed to thinking outside of themselves and being of service to others while trying to make the world a better place. Age-appropriate relationships are formed with local and city-wide pet shelters, food pantries, soup kitchens, senior centers, and schools serving less fortunate students.

Students also partner with Misericordia, a residential home for children and adults with mental, physical, and developmental disabilities to volunteer at their facility, as well as to collaborate on many learning projects. Through the experiences of working with the differently-abled population, Faith Hope students become more caring, compassionate, accepting, tolerant, and driven to make a difference in the lives of others. In turn, these skills allow students to be more accepting of all peers within their classrooms, by recognizing that everyone is born with unique strengths and challenges.

#### **5. Instructional Methods:**

Teachers at Faith Hope recognize that they are not only teaching a child for 9 1/2 months, but rather shaping the futures of life-long learners. Through enriching and engaging hands-on experiences, teachers create a thirst for knowledge and a passion for learning. Students become active participants in the learning process, and recognize their strengths and weaknesses.

No two children learn the same way, and teachers provide differentiated instruction that meets the various learning needs of students within their classrooms. A variety of activities can be used to assess the same objective, and teachers work to find the activity that can best demonstrate knowledge for each student. Teachers are constantly assessing students informally through the use of formative assessments such as observations and entrance and exit slips, and formally through the use of summative assessments such as book tests and standardized tests. Lessons include time spent in whole group, small group, and pairs, as well as time spent learning individually. Manipulatives and visuals are also used to assist students in the learning process.

Faith Hope recognizes that some students need a little more support than others. The Learning Lab, which has served as a model for other schools in the Archdiocese of Chicago, provides support to students who have been professionally identified with learning disabilities. An educational team of teachers, parents, and evaluation staff work together to develop and implement an appropriate educational plan. Some programs

used by students in the Learning Lab include Read Naturally, Slant and Explore the Code, Fast Forward, and CARS and STARS.

The Learning Lab offers support across all grade levels to promote and provide assistance in implementing a differentiated curriculum. The Learning Lab staff is available to teachers in the classroom setting during instruction by supporting classroom instruction and working in small groups. The staff offers alternative study techniques and tools, as well as modified assessment and evaluation methods. In addition, the staff works to reinforce and improve study skills appropriate to the classroom curriculum and is responsible for spearheading the implementation of the school-wide Response to Intervention (RTI) program. Most recently, the Learning Lab has implemented a Gifted and Talented program called Discoverers.

## **6. Professional Development:**

Just as students are continually learning, so too are Faith Hope teachers. Teachers are allotted \$1,200 per academic year to attend conferences and further their education. They are required to bring back lessons learned to share with the staff. In addition, the Archdiocese supplies four in-service days for teacher training.

Teachers participate in weekly professional learning groups that include discussions of current best practices in education. Teachers are expected to read articles, try out new ideas in their classrooms, and discuss their findings at faculty meetings. Each month consists of four cycles--work with literacy coaches, work with teaching partners on curricular mapping and alignment, work with technology specialist for on-going training, and work with the principal on building-wide issues.

Faith Hope pairs new teachers with seasoned teachers in a mentoring program to help them become acclimated, and help them grow throughout the year. Local college professors regularly attend weekly faculty meetings to discuss emerging trends, best practices in education, changes in assessment, and introduction to the Common Core. Current emphasis on professional development includes shifting to the Common Core State Standards, Differentiation, Brain-based Learning, Using Assessment Data to Drive Instruction, Implementing Technology into the Curriculum, and Curriculum Mapping. In addition, teachers are trained in administering EpiPens, and are certified in CPR and AED training annually.

Faith Hope teachers also partner with neighboring schools, both public and private, to share ideas and discuss methodologies. Teachers visit other schools with a task, for example, to observe technology integration, and return to a faculty meeting to share key takeaways that were gained. This experience provides all teachers with an array of ideas to build upon and pushes them to keep the bar set high.

Finally, research shows that the best performing schools are those where teacher observation and feedback happen regularly. Faith Hope teachers are used to the principal walking through the classrooms daily and conducting monthly mini-observations. The principal uses a reflective observation model that allows the teacher to talk and reflect on his/her practice in addition to the evaluator giving feedback. Following these observations is a brief meeting where new goals are set. By focusing on small, measurable areas of improvement, big change happens from month to month. These regular observations allows the instructional leader to work on issues such as classroom control, differentiation, and delivery of information.

## **7. School Leadership**

The leadership at Faith Hope is comprised of the principal, principal mentor, pastor, and school advisory board. Their shared vision is "to provide an excellent educational environment which aims to develop the spiritual, academic, moral, social and athletic growth of each student." Policy is developed to align with this vision.

The principal uses a hands-on leadership style and regularly visits classrooms and works with students individually to collaborate and model best practices for teachers. In addition, the principal shares weekly reflections and brings in speakers to educate the parent community on ideas that are instrumental in raising safe, healthy, and successful children. The principal is very visible both in school and at outside activities, and has an open-door policy that allows her to be easily accessible to parents and teachers.

The principal regularly meets with other principals to discuss important trends in education and changes in curriculum. She is a member of professional associations such as The National Catholic Educational Association (NCEA), The Illinois Principal Association (IPA), and the Archdiocesan Principal Association. She regularly attends classes and workshop and brings her knowledge back to Faith Hope. The principal's philosophy of continuous improvement fosters a vibrant community of educators and an evolving approach to dynamic education.

Tasks critical to the administration and execution of the school's mission are delegated to Instructional Team Leaders, School Board Members, PTO Members, and members of the faculty. Staff models the same teamwork approach that they expect students to follow. As a result, the leadership team is extremely dedicated to the common good of the students.

All stakeholders, including the pastor, school board, parents, faculty and students, evaluate the principal annually. The information gained from this process is taken very seriously and used to make decisions to move the school toward excellence.

## PART VI - NON-PUBLIC SCHOOL INFORMATION

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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	\$5400
1	\$5400
2	\$5400
3	\$5400
4	\$5400
5	\$5400
6	\$5400
7	\$5400
8	\$5400
9	\$0
10	\$0
11	\$0
12	\$0

4. What is the educational cost per student?      \$8143  
(School budget divided by enrollment)
5. What is the average financial aid per student?      \$3083
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?      2%
7. What percentage of the student body receives scholarship assistance, including tuition reduction?      5%

## PART VII - ASSESSMENT RESULTS

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### REFERENCED BY NATIONAL NORMS

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Terra Nova, Third Edition</u>
<b>Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>2013</u>
<b>Publisher:</b> <u>McGraw-Hill</u>	<b>Scores are reported here as:</b> <u>NCEs</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	90	84	92	92	88
Number of students tested	22	34	31	37	47
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
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Terra Nova, 3rd Edition</u>
<b>Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>2013</u>
<b>Publisher:</b> <u>McGraw-Hill</u>	<b>Scores are reported here as:</b> <u>NCEs</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	78	93	86	92	93
Number of students tested	27	29	36	44	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
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Terra Nova, 3rd Edition</u>
<b>Grade:</b> <u>5</u>	<b>Edition/Publication Year:</b> <u>2013</u>
<b>Publisher:</b> <u>McGraw-Hill</u>	<b>Scores are reported here as:</b> <u>NCEs</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	83	83	90	91	88
Number of students tested	27	37	41	43	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
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Terra Nova, 3rd Edition</u>
<b>Grade:</b> <u>6</u>	<b>Edition/Publication Year:</b> <u>2013</u>
<b>Publisher:</b> <u>McGraw-Hill</u>	<b>Scores are reported here as:</b> <u>NCEs</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	87	89	89	90	79
Number of students tested	35	36	41	32	26
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Terra Nova, 3rd Edition</u>
<b>Grade:</b> <u>7</u>	<b>Edition/Publication Year:</b> <u>2013</u>
<b>Publisher:</b> <u>McGraw-Hill</u>	<b>Scores are reported here as:</b> <u>NCEs</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	91	89	94	91	89
Number of students tested	35	40	29	29	23
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
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Terra Nova, 3rd Edition</u>
<b>Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>2013</u>
<b>Publisher:</b> <u>McGraw-Hill</u>	<b>Scores are reported here as:</b> <u>NCEs</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	82	64	83	76	73
Number of students tested	22	34	31	37	47
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
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Terra Nova, Third Edition</u>
<b>Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>2013</u>
<b>Publisher:</b> <u>McGraw-Hill</u>	<b>Scores are reported here as:</b> <u>NCEs</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	70	85	80	83	80
Number of students tested	27	29	36	44	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
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Terra Nova, Third Edition</u>
<b>Grade:</b> <u>5</u>	<b>Edition/Publication Year:</b> <u>2013</u>
<b>Publisher:</b> <u>McGraw-Hill</u>	<b>Scores are reported here as:</b> <u>NCEs</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	70	74	79	79	81
Number of students tested	27	37	41	43	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
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>terra Nova, 3rd Edition</u>
<b>Grade:</b> <u>6</u>	<b>Edition/Publication Year:</b> <u>2013</u>
<b>Publisher:</b> <u>mcGraw-Hill</u>	<b>Scores are reported here as:</b> <u>NCEs</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	85	84	84	86	79
Number of students tested	35	36	41	32	26
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Terra Nova, 3rd Edition</u>
<b>Grade:</b> <u>7</u>	<b>Edition/Publication Year:</b> <u>2013</u>
<b>Publisher:</b> <u>McGraw-Hill</u>	<b>Scores are reported here as:</b> <u>NCEs</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	83	76	81	79	80
Number of students tested	35	40	29	29	23
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
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:**