

U.S. Department of Education
2015 National Blue Ribbon Schools Program

[] Public or [X] Non-public

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

Name of Principal Mrs. Kristina Heidkamp-Reyes

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

Official School Name St Cornelius Elementary School

(As it should appear in the official records)

School Mailing Address 5252 N Long Ave

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

City Chicago State IL Zip Code+4 (9 digits total) 60630-1484

County Cook State School Code Number* _____

Telephone 773-283-2192 Fax 773-283-1377

Web site/URL http://www.stcorneliuschool.org E-mail kristina.reyes@stcornelius.org

Facebook Page http://facebook.com/stcorneliuscatholicschool
Twitter Handle _____ 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.

(Principal's Signature) Date _____

Name of Superintendent*Sr. Mary Paul McCaughey E-mail: mmccaughey@archchicago.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Archdiocese of Chicago Tel. _____

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.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson Mr. Michael Cummins
(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.

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

**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 2014-2015 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. 5 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	16	23	39
K	5	10	15
1	6	7	13
2	9	9	18
3	6	11	17
4	7	8	15
5	8	10	18
6	8	5	13
7	6	10	16
8	7	6	13
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	78	99	177

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 6 % Asian
 - 0 % Black or African American
 - 19 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 60 % White
 - 15 % 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 2013 - 2014 year: 19%

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, 2013 until the end of the school year	9
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the 2013-2014 school year	29
(3) Total of all transferred students [sum of rows (1) and (2)]	38
(4) Total number of students in the school as of October 1	198
(5) Total transferred students in row (3) divided by total students in row (4)	0.192
(6) Amount in row (5) multiplied by 100	19

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: 26 %
 Total number students who qualify: 46

9. Students receiving special education services: 5 %
8 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>6</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>4</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>1</u> Developmentally Delayed |

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

	Number of Staff
Administrators	1
Classroom teachers	12
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	3
Paraprofessionals	4
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 15:1

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

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	98%	97%	99%	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 2014

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

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

Yes No

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

15. Please summarize your school mission in 25 words or less: St. Cornelius is an academically excellent Catholic institution. We honor our tradition of social responsibility and cultural diversity while Nurturing Spirits, Empowering Minds, Strengthening Community.

PART III – SUMMARY

Located on Chicago's northwest side, St. Cornelius School ("St. Cornelius") serves a diverse neighborhood bound together by its hard work, dedication, social and artistic curiosity and compassion for its fellow residents. Carpenters and contractors, fireman and police officers, artists and musicians, teachers and nurses, lawyers and bankers, and other professionals call the area home. Descendants of Ireland, Poland, Germany, Mexico, the Philippines, and many other countries choose to reside in this bungalow-belt neighborhood, while young families and retirees live side-by-side.

St. Cornelius has been an integral part of this neighborhood for close to a century. The school and its associated parish benefit from families who, for generations, have worshipped here and have chosen to educate their youth here. Following the rich tradition laid out by its founding order, The Sisters of Charity of the Blessed Virgin Mary, St. Cornelius students are dedicated academics, as demonstrated by their leading test scores. Further to this, they leverage their education through acts of environmental stewardship and compassionate service to their fellow students, parish and community.

St. Cornelius students excel under the guidance of a focused, cohesive faculty. Through curriculum mapping and differentiated instruction, teachers build upon knowledge gained in earlier grades. One of the first schools in the area to embrace a Common Core standards curriculum, St. Cornelius' graduates carry this foundation into the top-ranked public and private selective enrollment high schools in the Chicago area.

At the earliest grades, St. Cornelius students begin understanding their role as individual contributors and collective partners in the educational process. Their self assurance is grounded starting in early elementary as students are provided with public speaking opportunities as they group-lead schoolwide prayers and complete classroom presentations. This targeted focus on communication and self confidence is heightened throughout each student's career. By first grade, students are individually leading prayers, proclaiming the Word of God at school Masses, and presenting writing samples and research findings to their peers and instructors. As students progress, these opportunities become part of the daily curriculum and result in poised, confident, rational thinkers who effectively communicate orally and in writing.

The knowledge students gain through traditional learning methods is augmented by experiential outings and practical experiences. The middle school teachers advance learning by individually tailoring reading and writing projects. Students are further challenged to creatively contemplate an issue and, with guidance from faculty and fellow students and develop an original solution. Junior high students study classic literature and relate current-day political issues in colloquial and respectful discussions. The 1:1 student iPad program ensures junior high students are prepared for the academic and social development required at the secondary school level.

A St Cornelius community hallmark is its keen ability to foster and promote mutual care and respect. The "Buddy Program" pairs older students with younger students for classroom activities, religious formation, and practical field experiences. This program strengthens leadership skills in older students and establishes trusted mentor relationships for younger students. The connections built in the Buddy Program create an atmosphere of acceptance that enables students to grow, learn and achieve in a nurturing environment.

Students take this confidence beyond the classroom with a service-minded sensitivity. They have passionately developed and implemented fundraising programs to benefit a gravely ill schoolmate. Also, students wholeheartedly participate in annual social service programs of their choosing. Contributions are regularly made to the parish food pantry. Outreach is regularly encouraged with the parish's homebound seniors and students often support programs that recognize and assist the armed forces. These programs hone leadership skills and foster teamwork toward common, worthy, and selfless goals.

This year, St. Cornelius joined the nationally recognized "We Act" program. Students are harnessing their global-minded concern by becoming educated on world issues and translating their Christian values into service plans that contribute to solving global threats. While studying Africa's social, political, environmental and economic conditions, the students raised funds to purchase goats, thus helping needy

families develop a regular income.

Environmental consciousness is a pillar at St. Cornelius, evidenced by its successful recycling drives. In 2012, St. Cornelius was the recipient of PepsiCo's national "Dream Machine Recycle Rally" competition. Not only did St. Cornelius win that year's national grand prize, its involvement in subsequent years has resulted in cash awards exceeding \$80,000. These funds, earmarked for "green" improvement, have translated into two mobile iPad classrooms, updates to the cutting-edge science lab, purchase of refurbished computers to upgrade the computer lab and each classroom, and additional advancements.

St. Cornelius partners with the University of Notre Dame's "Play Like a Champion Today" and the Chicago Wolves "Howl For Your Health" programs. These initiatives promote regular exercise and emphasize fully developed student athletes, improving athletic talent while building character and focus on the life enriching elements of sport.

The strength of St. Cornelius' academic program is evidenced by its outstanding test scores and high achieving graduates. The school develops faith-filled, physically responsible, global-minded citizens who make a lasting impact as they pursue their passions with confidence and dedication to those around them.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

St. Cornelius' accomplished faculty provides each student with engaging and challenging educational opportunities, while embodying the school's mission and faith values. The core curriculum of language arts/reading, math, science and social studies/history, is aligned with the Chicago Archdiocesan Learning Standards, following the Illinois State Standards. Continuing education and professional development opportunities aid faculty in aligning standards across grade levels. The continuity of program development, created by collaborative faculty, insures that students graduate with the academic and social skills necessary to thrive in the high schools of their choice.

The core curriculum subjects are taught beginning in preschool and continue through 8th grade. The alignment of the preschool's academic standards with grades K-3 is ensured by use of the Standards Based Report Card. Children attending the preschool program learn best by doing and are prepared in all areas, academically, socially, and emotionally, to advance into the rigors of full-day kindergarten.

Beginning in kindergarten, students use phonics and Dolch (sight) words to master basic reading skills. Phonics is used in 1st and 2nd grades as well. Fluency is strengthened throughout the reading curriculum through partner reading, literature circles and group instruction. Reading/Language Arts units often include science and social studies to create an integrated curriculum. Students use a variety of reading materials, i.e. texts, trade books of various genres, novels and magazines. The goal of language arts and the supplemental Reading Counts and online Mobymax programs is that all students will, at minimum, graduate with proficiency at the 10th grade reading level.

Introduction to the 6+1 Writing Traits of effective and quality writing enhances student skills. Students experiment with different genres and use effective mechanics, grammar, and form as they evaluate and write about what they have learned. They utilize graphic organizers and concept maps to brainstorm and develop writing. Writing conferences allow open discussion by peers and teachers so feedback and revision suggestions can be used to strengthen each student's writing. Students in the middle and senior grades also share their work publicly by entering national writing contests.

In math, students acquire foundational skills and explore topics through several instructional methods. The early childhood program uses manipulative materials and begins to explore problem solving. The primary grades use flashcards and timed math drills to master basic math facts critical to developing more advanced skills. The strength of our math program at the junior high level is measurable by the number of students who test out of Algebra at the high school level. Students also participate in Mathletics, an online mathematics program that builds students' foundational skills.

The science curriculum covers life science, physical science, earth science, and the human body. Students acquire skills of observing, recording, predicting, and analyzing. This inquiry discovery method is introduced as early as kindergarten. Concepts are presented in the classroom and science laboratory where small group experiments are organized to form conclusions and reinforce the standards. The math and science programs are fully integrated. For example, students explore motion in science while calculating acceleration and velocity. The pace of instruction is based on the students' mastery of the skills, demonstrated by weekly assessments. After years of developing these foundational skills, students in 7th and 8th grade apply their knowledge as they participate in the school science fair. Students consistently advance to the regional and state competitions.

The social studies curriculum allows students to explore their place in the community through field trips, books, videos, websites, and research projects. These skills begin in preschool and carry through the advanced grades. As students progress, they learn about the history /government of the United States and explore ancient cultures. A state requirement to graduate, students must pass the U.S. and Illinois State Constitution tests. Students develop an understanding of the social forces and historical events that have influenced the world. History, geography, economics, sociology, and government are all incorporated. As

an important aid to understanding these areas, students at all levels learn the foundational skills of map reading, interpreting graphs, charts and data for research. Students learn the meaning and power of responsible citizenship and the importance of the democratic process. It becomes increasingly important that students develop an image of their place in human society with its rights and responsibilities. Only with an awareness and understanding of social conditions can they work effectively for social justice.

Differentiated instruction techniques are employed to ensure that students who perform below or above grade level are able to succeed. Students who are performing below grade level receive remediation focused on the areas of weakness. Those performing above grade level receive supplemental lessons intended to challenge them. Teachers' aides assist classroom instructors as they strive to help students advance at their individual level. Programs such as after school tutoring, Title I, speech therapy, and the implementation of IEP Plans are also available.

2. Other Curriculum Areas:

As with all core-curricular content, St. Cornelius' additional classes are aligned to meet both state and archdiocesan academic standards at all grade levels.

As a Catholic school, religion is integral to the educational program. St. Cornelius welcomes children of varied faiths, instilling a knowledge and love of God in all its students. Preschool and Kindergarten receive class-based religious formation 5 days a week. 1st through 8th grade benefit from religion class four days a week. Once per week, 1st through 8th grade attend Mass and lead the liturgy as they serve as readers, servers and gift bearers. Kindergarten joins the older grades for special Masses, including holy days of obligation. Through use of their texts, students in preschool and kindergarten are grounded in their knowledge of the scriptures, Church doctrine and learn to incorporate faith in their daily lives. 1st through 8th grade build upon this foundation as they continue their studies and fulfill sacramental preparation. Beginning in preschool, all children participate in student-led school prayer twice daily. Students also recognize the importance of living their faith as they participate in regular service and volunteer opportunities to benefit those less fortunate.

As part of the art curriculum at St. Cornelius, 2nd through 8th grade have a fifty minute art period once a week under the direction of a certified teacher, experienced in art. Students are encouraged to do their best and, throughout the course, they learn to appreciate each other's creations and evaluate work according to the given rubrics. Each grade builds on the previous year's level of experience. The art program teaches expression of creativity through the use of varied media including paint, crayon, markers, cray-pas and paper mache. Students create multi-dimensional projects. This culminates in the 8th grade with a capstone project. All art is publicly displayed in the school. As part of their role as art students, the classes also participate in developing Christmas decorations placed on display at a local shopping center. St. Cornelius' talent reaches out to the community at large.

The music program at St. Cornelius is taught by a certified music teacher, with each grade, preschool through 8th, meeting for one period of 50 minutes per week. The music program communicates the similarities and differences in peoples, places and times. Tone, melody and rhythm in a variety of musical styles are taught. Seasonal music and programs are also a part of the curriculum. As part of the program, students learn about working as a team, becoming more confident, and discover new talents through the all-school musical. In years past, the school has produced "Alice in Wonderland", "Beauty and the Beast", "Wizard of Oz" and is looking forward to "Peter Pan" in the Spring.

Physical education is taught in conjunction with health to students in preschool through 8th grade. This combined program reinforces the importance of exercise, while maintaining an overall healthy lifestyle. Students also engage in discussions on current health topics. Preschool and 1st through 8th grade meet twice weekly for 50 minute classes. Kindergarten meets daily for 30 minutes. Older students work on developing teamwork and strategy through sport, while younger students achieve an increased understanding of good sportsmanship and strengthen basic gross and fine motor skills. All grade levels complete fitness circuits, working major muscle groups to enhance their physical ability.

St. Cornelius School is in compliance with the program's foreign language requirements. All students, preschool through 8th grade, take Spanish to fulfill their foreign language requirement. Basic language skills of understanding, speaking, reading and writing in Spanish offer each student a broader understanding of living and communicating in a global society. Preschool through 3rd grade participate in two twenty-five minutes periods a week. A fifty minute period is scheduled per week for 4th through 8th grade.

Formal technology/computer classes are conducted by a skilled instructor in the school's computer lab. Students in kindergarten through 3rd grade benefit from one dedicated 50 minute period per week. Basic computer skills, including keyboarding, are taught and students learn the basic functions of the computer. Typing ability is monitored through timed lessons and accuracy assessments. Commencing in 1st grade, All students learn how to conduct formal research using the computer. Students have access to the Internet and understand that it is their responsibility to use the Internet in a safe and respectable manner. In 4th through 8th grade, technology is integrated into the classroom instruction, including a 1:1 iPad program in 7th and 8th grade.

3. Instructional Methods and Interventions:

Within the classroom, teachers address the diverse needs of individual learners through several approaches. In using differentiated instruction, teachers modify and extend assignments so that each child is challenged at his or her own level while still being able to achieve instructional goals. As an example, through technology based supports such as Mathletics, Mobymax and Reading Counts, students are able to work at their own level, while receiving immediate feedback. The reports provided from these programs offer teachers valuable information on each student's learning progress to determine what further differentiation is needed in the classroom. Various accommodations are made in the classroom to meet individual learning needs, such as allowing a student to provide oral answers as opposed to written responses or providing an alternate space and timing for a student to take an assessment, as opposed to taking it in the classroom. In addition to accommodations, modifications are made when necessary, such as shortening an assignment or changing the spacing of the assignment on the page. Students are also often offered choices on how to show mastery of a given standard, reflecting the various learning styles and allowing each child to be successful. Within our school, we also provide a Reading Specialist and other certified teachers to provide explicit instruction in small groups or one-to-one. For students qualifying for additional services, our school offers IDEA services and Title I programs.

To ensure high levels of student learning and achievement, teachers have been provided professional development and materials on how to meet the individual and diverse needs of each student. The resources provided focus on Accommodations, Critical Thinking, Vocabulary Strategies, Styles of Learning, Working with Students with ADHD/ADD, Styles of Learning and various other topics. Our test scores have shown that by using the aforementioned instructional methods and interventions, such as Title I, IDEA, modifications and accommodations, students have reached a higher level of achievement, so much so that they are scoring higher than their anticipated score on the Terra Nova as determined by the InView portion of the Terra Nova Test.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

Test scores in 3rd grade have remained very consistent, with national percentiles in both reading and math being within 6 points and 4 points, respectively. In 4th grade, there seems to be more variance. Looking at 4th grade math, the scores were increasing until last school year when there was a 12 point drop. In light of our transition to the Common Core, our school reviewed the 4th grade curriculum to ensure it is aligned with what is being assessed. There was a large gain in reading in the most recent testing year. This is due in part to the 4th grade reading teacher working closely with the 5th and 6th grade reading teacher on effective teaching strategies. In 5th grade, there are no notable trends, with percentiles being within 3 points for reading and 6 points for math. In 6th grade, there are some notable increases in math and reading which occurred in the year we began using a Standards Based Report Card. This allowed teachers to focus more on assessing how well students know each standard. These increases occurred in the 2012-2013 testing year. In reading, the percentile rose from 85 to 92 and in math, the percentile rose from 74 to 89. In 7th grade, the most notable trend is seen in the increase in the national percentile for math. Our principal joined the community 5 years ago, after leaving her post as a high school math teacher. She carried her math skills with her and worked closely with the junior high math teacher to ensure students were prepared for high school math. With that, there has been increase in the math percentile from 72 to 94. The 7th grade reading scores have remained relatively consistent, however there was a slight drop of 5 percentile points in the 2012-2013 testing year. The following year, the score increased.

2. Assessment for Instruction and Learning and Sharing Assessment Results:

At St. Cornelius, formative and summative assessments for instruction and learning are used during and at the completion of lessons. Assessment data is constantly analyzed to improve student and school performance.

Some of the assessments used to improve instruction are: pre-tests, quizzes, exit slips, graphic organizers, observations, Thumbs Up/Thumbs Down, oral true/false questions, write around strategy, listening assessments, fluency tests, journals, weekly progress monitoring, running records, and Quickwrites. Using informal assessments throughout the lessons, we can gauge if the students are “getting it”, or if we need to reteach the content. Using these results, enables teachers to analyze where teaching methods need to be improved and to see if objectives were met. Students use a variety of different programs to assess their math and reading skills. Some of these programs are Mobymax, Mathletics, and Reading Counts.

Summative assessments used are end-of-unit/chapter tests, and constructive response tests with a higher level objective. Examples of higher level thinking questions are: to explain a process, compute a graph, compare and contrast, explain cause and effect, identify patterns, identify and explain conflicting points of view or synthesize an idea into something new. Students are assessed on how they use text to support their argument or opinion.

Formal assessments are administered throughout the school year. Examples are DIBELS, Gates-MacGinitie Reading Test, Terra-Nova Test and Aspire Test. A Standards Based Report Card is used to assess students on Archdiocesan Standards.

Parents are informed of their student’s progress through email, phone calls, and test summaries with standards attached. Terra Nova results are sent home in May. Progress Reports and conferences, either in person or on the phone, are held throughout the year. Keeping parents informed is very important for each student’s success.

Part VI School Support

1. School Climate/Culture

On a daily basis, St. Cornelius actively engages its three pillars of Nurturing Spirits, Empowering Minds, Strengthening Community. These tenets of our community are evidenced by the commitment fostered by our administration, teachers, staff and parents to ensure that every student excels academically, socially, physically and spiritually. As shared stakeholders in the success of every student, these partnerships are critical in raising children in today's world.

At its foundation, a faith-based environment promotes a genuine caring for oneself, for others and for the world. This grounding permeates every facet of life at St. Cornelius. A family-like atmosphere, small class sizes, and the connections made among students at different grade levels allow even the youngest students to feel safe in exploring their intellectual curiosity as well as their extracurricular interests and talents. Because of this, self-assurance develops in St. Cornelius students as they progress into learners and leaders who are engaged, curious and comfortable in taking chances as they more fully explore their academics. The curriculum emphasizes basic skills, critical thinking, problem solving, collaboration, and developing confidence in oral and written communication. The students are exposed to public speaking opportunities beginning in preschool and this exposure increases as they progress through the school's academic and extracurricular program. Students develop poise, and self assurance and they tangibly execute their faith in socially conscious, service-minded endeavors.

Critical in inculcating this atmosphere is quality teachers. As a Catholic institution, for many educators time spent at St. Cornelius is the expression of a vocation. Parents and the broader community recognize this additional level of commitment and expression of faith and continually strive to support the teachers in their endeavors, whether through appreciation events, classroom/project support or through actively partnering in the education of their children. The school's ancillary support services which augment the classroom experience, such as Title One, speech therapy, and enrichment programs allow the teachers to customize their approach based on each student. The teachers focus on educating the whole child and take pride in knowing each student individually, servicing each student's strengths and weaknesses. Such support allows the teachers to be more productive and feel the satisfaction of knowing that they are strengthening each student, the school and the community. Frequent opportunities for continuing education and development through the Chicago Archdiocese Office of Catholic Schools and other resources ensure that the teachers are versed in current methodologies that benefit them as well as their students. The teachers operate within a caring and supportive environment where they in turn execute their role more successfully.

2. Engaging Families and Community

The teachers and administration of St. Cornelius rely on establishing a partnership with each student's family from the first day of school, or before. Prospective families who attend an Open House or a school tour are encouraged to contact the school with questions at any time in the enrollment process. At the beginning of each new school year, all families are encouraged to attend a Back-to-School picnic where they can meet their student's teachers, ask questions about the curriculum, and be introduced to the leaders of various school organizations. Families receive a weekly office bulletin with updates on school events, academic achievements, and important deadlines. Social media and an electronic communication system are used to provide updates that require more timely distribution.

Parent-teacher conferences are held three times a year and as requested by parent or teacher to address each student's academic progress. For students requiring an IEP or Service Plan, parents meet with their child's teachers, the principal and assistant principal to discuss the child's progress and needs. Even before an official plan is created by the local public school the parents and teachers work together to create a fluid plan to help the child succeed. If additional services are needed, the school administration helps families begin the IEP/Service Plan process, often with the child's primary teacher accompanying the parents for the initial meeting with the local public school. Both of these meetings aim to ensure parents and teachers are

working together to create the academic environment the student needs.

St. Cornelius regularly seeks engagement by external constituents to enhance student learning and to engage stakeholders in promoting the vitality of the school. A partnership with Loyola University of Chicago's Greeley Center for Catholic Education involves professional development for the teachers and consulting services to the administration. St. Cornelius also serves as a student teaching site for Northeastern Illinois University, and as a volunteer site for high school students from Loyola Academy. Both these programs aid teachers by providing needed instructional support.

St. Cornelius prides itself on being a longstanding neighborhood institution. A member of the Marketing and Communications Committee attends monthly meetings of two local Chambers of Commerce. Membership in these organizations provides access to marketing opportunities through the Chambers and with ongoing networking activities involving area businesses and non-profit organizations. St. Cornelius acts as a good neighbor by channeling information about local activities to school families and by providing volunteers to support Chamber events. Working with designated staff in the local politicians' offices facilitates our requests for support from these elected officials.

3. Professional Development

Professional Development at St. Cornelius is planned, implemented and reviewed on an annual basis. At the end of each school year, areas of need are identified so that programs can be planned and implemented for the following school year. Focus areas are determined by test scores, teacher input and system wide programming. The implementation of the professional development plan is threefold, focusing on improving each teacher, the school, and the school system.

Individually, each teacher and administrator is allocated \$1200 to use for professional development purposes. This money can be utilized for teachers to attend workshops or take classes at a local university. The funds can also be used to purchase books/equipment so the teachers can enhance learning in the classroom. Each August, the teachers set goals related to improving student learning in their classrooms. From those goals, it is determined how best the money is spent. As an example, one teacher is working on completing her ESL endorsement to improve student learning for students who are not native English speakers. In addition, this year each teacher is meeting once a month with a mentor from the Andrew Greeley Center for Catholic Education from Loyola University, who provides one-on-one professional development. Also, laptops were purchased for the teachers to accommodate the new approach of assessing students with a standards-based system.

As a school, professional development goals are addressed in June and August of each year, to ensure that goals are aligned with the needs of teachers and academic standards. Once determined, weekly meetings are scheduled to provide ongoing professional development. This year, the weekly meetings rotate from focusing on the new curriculum being adopted next school year, analyzing the assessment data and addressing areas of need, and continuing professional development on best practices using a standards-based grading system.

As a system, the Archdiocese provides opportunities at the beginning and end of the school year, along with four scheduled professional development days during the school year, focusing on system wide needs for both teachers and administrators. Administrators attended workshops on the AdvancEd system-wide accreditation process and implementation. The teachers attended a variety of workshops on topics such as the Collins Writing Program and STEM in the classroom. These workshops provide effective strategies for teachers to engage and increase student learning in the classroom and give the teachers more confidence to lead and teach so their students may succeed and reach their potential.

4. School Leadership

St. Cornelius is led by a principal with the support of an advisory school board. Because it is part of the St. Cornelius parish community, the school falls under the ultimate guidance and decision-making authority of the parish's pastor. Both the principal and pastor are members of the school board. The school board has

several committees that oversee the management of the school and its programming to ensure initiatives are focussed on enhancing the educational experience of each child. These committees are: Athletics, Marketing and Communications, Alumni and Development, Technology, Parish Council and Finance.

The School Board advises the principal and pastor in policy and decision-making. The members of the board serve as representatives of, and to, the school community as it establishes a stream of two-way communication. The board meets monthly to discuss school issues and create action plans to address needs, which includes finding resources to meet the school's financial obligations.

In addition to overseeing its day-to-day operations, the principal's primary responsibility is to direct the school's curricular program. Integral aspects of this include: supervision and evaluation of teachers, providing effective professional development to the teachers, monitoring student progress both in achievements and intervention, and providing a variety of resources to support student learning. Through collaborative leadership, the principal and teachers work in tandem to effectively ensure educational programs meet the individual needs of students and are in alignment with the standards set forth through the Common Core. Through weekly staff meetings, updates on happenings within the school are provided and best practices are shared amongst the teaching staff.

The school also has teacher leaders who act as subject matter experts in both math and language arts. These teachers attend workshops on effective teaching strategies in their content areas and share this information with their peers. In addition, another teacher leader works with the principal on school improvement and data analysis through the AdvancEd accreditation process.

Two groups of student leaders, the National Junior Honor Society and Student Council, offer insight and suggestions to the principal on how to create a positive learning environment within the school. In addition, these student leaders present the principal with ideas on how they and their schoolmates can fulfill their social service interests.

PART VII - 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 2014-2015 tuition rates, by grade? (Do not include room, board, or fees.)

2014-2015 Tuition

Grade	Amount
K	\$5183
1	\$5183
2	\$5183
3	\$5183
4	\$5183
5	\$5183
6	\$5183
7	\$5183
8	\$5183
9	\$0
10	\$0
11	\$0
12	\$0

4. What is the educational cost per student? \$6457
(School budget divided by enrollment)
5. What is the average financial aid per student? \$675
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 10%
7. What percentage of the student body receives scholarship assistance, including tuition reduction? 37%

PART VIII - ASSESSMENT RESULTS

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Terra Nova, Third Edition</u>
Grade: <u>3</u>	Edition/Publication Year: <u>2007</u>
Publisher: <u>The McGraw-Hill Companies</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	85	83	87	84	88
Number of students tested	15	18	16	19	17
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
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, Third Edition</u>
Grade: <u>4</u>	Edition/Publication Year: <u>2007</u>
Publisher: <u>The McGraw-Hill Companies</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	76	88	84	80	73
Number of students tested	18	16	16	15	19
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
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, Third Edition</u>
Grade: <u>5</u>	Edition/Publication Year: <u>2007</u>
Publisher: <u>The McGraw-Hill Companies</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	82	85	82	79	82
Number of students tested	14	18	16	19	24
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
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, Third Edition</u>
Grade: <u>6</u>	Edition/Publication Year: <u>2007</u>
Publisher: <u>The McGraw-Hill Companies</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	85	89	74	76	78
Number of students tested	17	16	19	25	20
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
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, Third Edition</u>
Grade: <u>7</u>	Edition/Publication Year: <u>2007</u>
Publisher: <u>The McGraw-Hill Companies</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	94	91	89	90	72
Number of students tested	15	19	23	15	13
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
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, Third Edition</u>
Grade: <u>3</u>	Edition/Publication Year: <u>2007</u>
Publisher: <u>The McGraw-Hill Companies</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	86	88	83	82	83
Number of students tested	15	18	16	19	17
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
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, Third Edition</u>
Grade: <u>4</u>	Edition/Publication Year: <u>2007</u>
Publisher: <u>The McGraw-Hill Companies</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	87	79	85	86	77
Number of students tested	18	16	16	15	19
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
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, Third Edition</u>
Grade: <u>5</u>	Edition/Publication Year: <u>2007</u>
Publisher: <u>The McGraw-Hill Companies</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	85	87	85	85	88
Number of students tested	14	18	16	19	24
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
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, Third Edition</u>
Grade: <u>6</u>	Edition/Publication Year: <u>2007</u>
Publisher: <u>The McGraw-Hill Companies</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	92	92	85	82	85
Number of students tested	17	16	19	25	20
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
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, Third Edition</u>
Grade: <u>7</u>	Edition/Publication Year: <u>2007</u>
Publisher: <u>The McGraw-Hill Companies</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	86	80	85	89	83
Number of students tested	15	19	23	15	13
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
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: