

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 Miss Mary J. Keenley

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

Official School Name St. Theresa School

(As it should appear in the official records)

School Mailing Address 445 N. Benton St.

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

City Palatine State IL Zip Code+4 (9 digits total) 60067-3584

County Cook State School Code Number* 05-016-419X-10

Telephone 847-359-1820 Fax 847-705-2084

Web site/URL http://www.sttheresaschool.com/ E-mail mkeenley@sttheresaschool.com

Facebook Page https://www.facebook.com/sttheresaschoolpalatine
Twitter Handle @STSPalatine 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*Dr. Mary Kearney E-mail: mkearney@archchicago.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name _____ 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. Thomas Paar
(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. 1 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	37	37	74
K	16	22	38
1	13	13	26
2	16	9	25
3	11	10	21
4	12	21	33
5	25	19	44
6	19	17	36
7	5	13	18
8	23	14	37
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	177	175	352

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 9 % Asian
 - 0 % Black or African American
 - 2 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 82 % White
 - 7 % 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: 5%

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	7
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the 2013-2014 school year	9
(3) Total of all transferred students [sum of rows (1) and (2)]	16
(4) Total number of students in the school as of October 1	352
(5) Total transferred students in row (3) divided by total students in row (4)	0.045
(6) Amount in row (5) multiplied by 100	5

7. English Language Learners (ELL) in the school: 1%
3 Total number ELL
 Number of non-English languages represented: 2
 Specify non-English languages: Korean, Ukrainian
8. Students eligible for free/reduced-priced meals: 3%
 Total number students who qualify: 11

9. Students receiving special education services: 7 %
23 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>1</u> Autism | <u>1</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>4</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>11</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>6</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>0</u> Developmentally Delayed |

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

	Number of Staff
Administrators	1
Classroom teachers	18
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	5
Paraprofessionals	8
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 20:1

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

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	98%	98%	98%	98%	98%
High school graduation rate	0%	0%	0%	0%	0%

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

Show percentages to indicate the post-secondary status of students who graduated in Spring 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. 2006

15. Please summarize your school mission in 25 words or less: To nurture students to become academically sound, strong in character, inclusive, socially responsible, poised for the future, and equipped to be lifetime followers of Christ.

PART III – SUMMARY

Since its founding in 1954, St. Theresa School aims to help students "Learn Intellectually, Grow Physically, and Soar Spiritually." Parents and teachers, coupled with the parish community, are committed to providing a superior quality education founded in love and Christian faith, nurturing students to become academically sound lifetime pursuers of purpose and joy for themselves and for others.

St. Theresa School is a PK-8 educational institution serving over 350 students. The students are primarily Catholic and come from the Village of Palatine, with a portion coming from neighboring suburbs. St. Theresa School has a culturally diverse student population and serves families from a range of socio-economic statuses.

Throughout its history, the School has seen an evolution in its facilities and programs. In 1999, a major addition to the school building allowed the school to expand its early childhood offerings. In 2008, the Learning Resource Center was augmented and updated to include more volumes and a laptop lab. In 2013, the technology infrastructure was again upgraded to include a wireless network and an iPad learning system.

The rich tradition of the Catholic identity of St. Theresa School evokes community, worship, and service, and demands academic excellence. In addition to the standard reading, English and language arts, social studies, mathematics, and science, the curriculum includes the arts, physical education, world language, technology, and theology. The curriculum is based on standards inspired by the Common Core State Standards and the Archdiocesan benchmarks, as well as principles of a blended learning environment. Supporting student learning is a robust co-curricular enrichment program including athletics, art, band, chess, science, and world languages, as well as opportunities for service in Student Council, community service, scouting, and parish ministries. Service is a cornerstone of life at St. Theresa School. Students are learning how to be Christ-like by serving veterans, the elderly, as well as families, mothers, and children in need through a variety of outreach programs and traditions. Students move on to attend a variety of local public and private high schools and consistently place into honors and AP curricula, armed with strong foundational skills and a mindset geared toward problem solving and innovation.

The School is staffed with dedicated instructional professionals who take leadership roles in academic as well as religious, social, and formational activities. The administration of the school is collaborative and each level is represented on the school's Administrative Council. Within the faculty, 40% hold Masters degrees and 20% have been on the faculty for 10 years or more. The faculty is focused on holding high learning and behavioral standards for students and providing students with the means to meet these standards. Teachers are adept at identifying individual learning needs and using technology to support and respond. Staff is actively engaged in professional development that is aligned to both school and personal professional goals. This closely knit group is focused on the success of the students academically, morally, and personally.

The School's rigorous academic program and family culture are supported by dynamic collaboration of parents, staff, and administration. The Parents' Association provides financial and programmatic enhancement for the learning experience. Recently, the Parents' Association has funded installation of the wireless network and provided additional programming in health and wellness, the arts, and the environment. The Parents' Association is very active in building community, supporting school families through social events and opportunities for parent formation. The governance structure, the Board of Specified Jurisdiction, is relatively unique. The board is comprised of members from the school families, parish and greater Palatine community. This is a volunteer, appointed board who takes responsibility for the advancement of the school.

Receiving the National Blue Ribbon School Award in 2006 brought honor and prestige to St. Theresa School. It exhibited to the greater community the strength of the education the school provides, and the school leveraged that distinction through marketing and communications. The school's goal is to attract more students to the St. Theresa program. St. Theresa School believes every student deserves the quality Catholic education offered. In the years after receiving the award, the school strengthened its core

curriculum in English and Language Arts through the adoption of the “6+1 Traits of Writing” program, and developed technology infrastructure to support instruction, including integration of SMART boards, a laptop lab, wireless network, and iPad learning system. Additionally, the application process compelled the school administration to pay closer attention to data as an indicator of progress, sparking a data-driven mentality which drives decision-making for the future of the school.

St. Theresa School continues to exemplify the traits of a Blue Ribbon School. Current practice is built on rigorous curriculum standards, advantages technology offers to the learning process, and strong attention to the development of character, motivating St. Theresa students to succeed and, more importantly, to contribute to their community at large.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

St. Theresa School's core curriculum objectives focus on acquisition of fundamental knowledge and skills such that students may then apply appropriate skills to listen, understand, write, problem solve, and think critically in each of the core subject areas. The academic program further defines objectives in critical study skills including critical reading, organization, research, personal accountability, and sustained attention. Finally, the curriculum pursues objectives relative to the presentation of learning including handwriting, technology skills, and public speaking.

Underlying the curriculum are the Chicago Archdiocesan learning benchmarks which incorporate the Common Core State standards and objectives outlined in the TerraNova test. St. Theresa School takes a fundamental approach to curriculum and instruction. The ability to think deeply and critically and to problem solve lies in a fund of knowledge and skills which are introduced at the primary level and developed throughout the grammar school experience. Mastering the fundamental skills, students have the necessary knowledge and study skills to succeed academically at the high school level and later specialize in a core area of study at the university level.

In reading, English, and the language arts, students are exposed to a wide variety of classic literature genre during instruction and more contemporary genre in their individual and free reading choices. Students learn to write from the most fundamental aspect of correct letter formation in the early childhood years, to the creation of essays, critique, and narrative in the junior high school. Focusing on precise communication, students are taught, and expectations held high, for correct use of standard English grammar and writing conventions. Technology and the GoogleClassroom facilitate both the creation of written work and the editing process.

The social studies are paired with reading and ELA, and students' writing, close reading, and critical thinking skills are furthered in the social studies classroom. Geography is also stressed. The program starts with local societies and expands outward as students grow. At grade 5, the program switches to a formal study of history of the United States, followed by a sequential study of ancient, medieval and world histories which dovetail into a continuation of study of the history of the United States and civics.

The mathematics curriculum integrates key factual knowledge and problem solving with algebra and geometry from the early childhood program on through algebra I in 8th grade. As students learn the facts and processes of elementary mathematics, they are constantly prompted to apply and defend their knowledge and mathematical solutions with challenges to explain their process of securing answers in writing. Students are expected to use authentic mathematical vocabulary as they attack mathematical problem sets in a real world context. Technology has augmented the math curriculum with game-like challenges and increased peer interaction.

The science curriculum fosters a curiosity and awareness of the physical, biological, and geological world around them. An integrated approach to science is taken in grades K-5 and formal study of earth science, life science, and physical science is pursued in junior high. Real world presentation, field, and laboratory experiences underlie the students' study of the scientific world. Writing in the science classroom focuses students' critical thinking skills and teaches students detailed requirements of data documentation and lab reporting.

Key study skills are pursued throughout the curriculum. Close attention is paid to how and why students are succeeding and the correlation to study skills. Because of the enhanced technology embedded in the St. Theresa School program, many traditional accommodations such as guided notes, leveled reading, use of graphic organizers, and verbal directions, are easily offered to students to support their learning. In the lower grades, significant attention is paid to the development of students' reading skills, insuring that a student's skills are progressing appropriately to support their learning. A student's ability to read and follow written directions is considered as significant as his/her ability to read literature.

Harnessing the advantages of Chicago and the Palatine area, the curriculum is further enhanced by opportunities to participate in local field learning experiences. Day trips to museums, and historical and environmental sites, round out students' learning experiences throughout the program. In junior high, students have the opportunity to engage in broader field experiences in the State capitol, Springfield, as well as Washington D.C.

The preschool curriculum parallels the reading, language arts, mathematics, and study skills of the core curriculum. The preschool program exposes students to the process, information, and tools to learn. As they become ready, students develop the foundations for success in the primary grades. Programs such as "Handwriting without Tears," phonics-based reading, early exposure to number concepts, journaling, proper speech construct and vocabulary are all hallmarks of the foundations laid in the preschool program. By kindergarten, students have significantly better developed school skills and are more available to learn than those that did not participate in the St. Theresa preschool program.

2. Other Curriculum Areas:

In addition to the core curriculum, students are offered programming in the arts, physical education and health, world language, technology, and theology.

The arts at St. Theresa School consist of the visual arts, music, and drama. Students take visual arts once a month from kindergarten through 5th grade, and weekly for a trimester in 6th-8th grades. The visual arts curriculum introduces students to the elements of art, the masters, and basic art techniques. In addition, students learn the elements of critique and verbal and written presentation of critique. In each unit, students produce artwork reflective of the elements, techniques, and styles they are studying. The Parents' Association supplements the visual arts curriculum with a further study of the masters not covered in the standard curriculum and students create artwork reflective of the master being studied.

Students study music twice each week from kindergarten through 5th grade and weekly for a trimester in 6th-8th grades. In addition, 4th-8th grade students have the opportunity to participate in choir programs. Like the visual arts program, the music program introduces students to the elements of music, primary musical styles, and the basics of music performance. Students apply their music studies to participation in liturgical rites, concert performances, and service to the local community. Students in the 7th-8th grades have the opportunity to study and perform in a musical theater production. Under professional direction, junior versions of classic musicals are mounted and students carry out all aspects of the performance from onstage to behind stage production roles.

Physical education is taught to preschool through 8th grade twice each week. The first goal of PE is to educate and promote the students' fitness. The Fitnessgram system is used to track and measure students' overall levels of fitness. Each day students learn about their muscles and parts of their body related to fitness and how they can develop themselves. Students engage in a variety of learning activities including the history, rules, and fair play of various sports, agility and coordination, and problem solving activities that promote fitness, teamwork, and leadership. Students are assessed according to the FACE rubric - Fitness, Attitude, Cooperation, and Effort - further sending the message that physical health is attainable by all. The PE and health curriculum is enhanced by the Health and Wellness committee of the Parents' Association. The wellness concepts introduced in physical education are reinforced on a practical level with activities such as food tastings, goal-oriented contests, and speaker presentations.

St. Theresa School is in compliance with the program's foreign language requirements. Students in grades 6-8 study Spanish on a daily basis, completing a full course of Spanish I. The goal of the Spanish language instruction is to introduce students to the acquisition of language, helping their brains adapt to new sounds, pronunciations, grammar patterns, and idiom, preparing them to continue the study of the Spanish language or switch to a different language when they enter high school. In addition, students are exposed to the study of a culture unique from their own, developing in them a global perception of their Church and of their world.

Technology is actively integrated into the St. Theresa School curriculum. Technology instruction directly supports the academic curriculum; skills are developed with real life projects and class work rather than in isolation. Throughout the program, technology instruction is extended by the classroom teacher as s/he introduces new apps and learning systems, extends research skills, and uses technology to support his/her instruction. In addition, students receive instruction from the technology teacher one day each week, and the technology teacher pushes into the classroom a second day each week.

Rounding out the St. Theresa School program is a comprehensive study of the Catholic Faith. Students study theology on a daily basis in terms of doctrine and investigate ways their Faith impacts their choices and actions. Christian service to one's neighbor and community is stressed, real world issues are discussed in the context of Faith and doctrine, and solutions to real world issues are proposed by students in the light of the Faith and humanity's ultimate goals. Students grow to see their Faith as a living, active dynamic in their lives.

3. Instructional Methods and Interventions:

Instructional methodology is traditional in its approach and, particularly in the upper grades, fundamentally supported by technology. Direct instruction, small group instruction, research, problem solving, and writing are key characteristics of instruction. The goal of the teacher is to form a close relationship with each student and develop a precise understanding of how the student learns, his/her fund of knowledge and skills, and objective performance on class work and standardized testing, so each student is offered the opportunity to maximize his/her learning experience.

When a student demonstrates frustration or is not performing as expected, interventions are introduced. Parents are an integral part of conversation regarding a students' learning. With parent understanding and support, faculty can implement accommodations such as adjusting and supporting a student's study skills, alternate presentation, or formal evaluation by school resource professionals.

Students exhibiting abilities at the high end of the spectrum are offered opportunities to be challenged in the rigor of their studies. Beginning in 1st grade, reading is grouped by level. Accelerated programs in ELA and mathematics begin in 4th grade. In junior high, advanced students are offered high school level courseware. Additionally, outstanding junior high students compete in the Academic Bowl program.

Because of its wide acceptance within the school and within the receiving high schools, technology is openly used to manage study skills, offer remediation, practice, and alternate presentation, provide an alternate communication platform, and extend student access to the teacher within and outside school hours through platforms such as GoogleClassroom and Mathletics. Using techniques found in the flipped classroom, teachers can further differentiate, teach, and re-teach students independently electronically.

One key to successful differentiation and accommodation within the St. Theresa School program is documentation. Proper documentation insures student progress is being communicated, tracked, and transitioned as a student advances. Each spring direct articulations are held on each student. The student is directly passed from one teacher to the next and properly placed in the correct classroom, with a description of how the child learns and any appropriate learning supports. This relationship between sending and receiving teachers is maintained through the ensuing school year. When learning needs are outside the professional differentiation appropriate to instruction, learning plans are developed to formalize a student's learning needs so lines of accountability are identified and a student is supported not only within the program, but likewise properly transitioned to the high school upon graduation.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

Test scores reveal consistency throughout the academic program. All students are assessed, and appropriate accommodations are made for students with a learning plan. Students perform consistently 35-40 percentage points above the national norm and at, or close to, the score objective of 90th percentile in reading, math, and language arts. Test scores over the past five years are generally consistent and consistently increase as students progress from grade 3 to 7. Change from year to year over the past five years indicates a slight downward trend, but does not change more than +/-5 percentile points. Generally these scores fall within the range of the 85th percentile nationally.

The exception to this is an anomalous class graduating in 2017 who consistently score 5-6 percentile points below the rest of the classes. These students have bifurcated test results with a strong top and a strong bottom and essentially no middle. The Cognitive Skills Index (CSI) scores of the students bear out the divergent nature of their academic abilities. In addition, these students suffered from a series of unusual classroom events as a result of which some students' academic needs were not appropriately addressed nor evaluated. In their 5th grade year, intense focus was placed on diagnostics and discrete learning needs were identified and addressed. Their test scores showed recovery and promise for improved test results in upcoming years.

Faculty and administration have grade and subject-level meetings to discuss test results and identify high priority curricular needs. Curriculum and instruction should be such that the mean National Percentile (NP) in all grades in reading and math is at the 90th percentile. An analysis of the past three years of testing set high priority curricular needs for all grades in mathematics, and for grades 4, 5, and 6 in language.

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

St. Theresa School uses a variety of assessments including informal observational assessment, project-based assessment, problem solving activities, writing activities, interactive technology-based assessment, and traditional classroom assessment. The school uses standardized diagnostic and assessment tools including the TerraNova and InView Cognitive Abilities Test for grades 3-7, the Explore in grade 8, the Gates-MacGinitie in grades 1-2, and the Fountas and Pinnell system was introduced in 2014 as a further means of leveling and tracking progress of early readers.

TerraNova results are reviewed by administrators and faculty to track alignment with the school curriculum. Progress of individual class cohorts is tracked along with students' individual progress. InView anticipated score results are compared with TerraNova obtained scores to assess individual and whole group progress in the curriculum.

Teachers use disaggregated data to analyze performance by individual content area objectives. They evaluate class and individual student results to determine areas of strength and weakness and adjust instruction as needed. Teachers identify areas of consistency with the day-to-day assessment and evaluation of the mastery of curriculum benchmarks. They also use the scores to evaluate the rigor of their classroom. Student data is further used for placement in mathematics, reading and language arts.

To further improve instruction, school and individual professional goals are based on identified testing trends. For example, in the 2013-14 school year, teachers were tasked with enhancing their knowledge and instruction in the teaching of fractions, ratios, percentages, decimals, and rates.

Each year the school reports to parents and the community at large regarding the performance of the school relative to the goal of 90th percentile in reading, math, and language arts. Parents also are informed of their child's individual performance using the TerraNova Home Report outlining the level of mastery in all subtests, achieved national percentiles, and recommended Lexile ranges.

Part VI School Support

1. School Climate/Culture

St. Theresa School is an educational community enlightened and enlivened by faith. Working together, educators, students, and parents strive to create a nurturing environment where students emerge with a disciplined, positive self-image, respecting their own and others' uniqueness, a mature, active faith life, and a commitment to the pursuit of academic excellence.

The school offers students opportunities to develop moral values and ethical standards of conduct and integrity, and helps each student develop the power to think constructively, solve problems, and reason independently. The environment encourages students to accept responsibility for school, home, community, and self. To do this, the school provides a variety of learning experiences which emphasize critical thinking skills, organization, and collaboration, motivating students to pursue excellence academically, morally, spiritually, physically, and socially.

The school culture fosters cooperation between parents, teachers, and students. All members of the community serve as role models. The culture emphasizes Christian courtesy to produce an environment of learning in which all feel welcome, respected, and safe.

Parents are respected as the principal educators of their children. They are expected to foster Catholic-family living, practice the faith openly together as a family, create a learning atmosphere in the home, encourage support of authority and the teacher's role in the school, participate in school activities, and support the school and parish financially.

Students are expected to learn and share their talents with fellow students. Students assume responsibility to respect their teachers, be of service to others in school and their community, respect themselves and fellow students, be accountable for their actions and appearance, and foster a positive learning environment.

The faculty is committed to creating a learning environment that offers students opportunities to become lifelong learners and images of Christ in the world in which they live. They take responsibility to be a presence of Jesus in the lives of the students; create a safe learning environment guided by love and respect for God and for each other; provide a quality faith-based education; encourage and provide opportunities for service at home, school, parish, and community; foster communication between and among parents, faculty, and students; and continue to grow in their own faith and professional education.

The School administration, pastoral staff, and Parents' Association provide a network of collaboration and support for the faculty and staff. A vibrant professional development program focuses faculty on their own professional growth as well as advancement of the school.

2. Engaging Families and Community

The success of the students of St. Theresa School is due to a rigorous academic program supported by dynamic community collaboration. A shared value system and open and transparent communication profile have facilitated collaboration among these partners in the success of the school.

Parents work in partnership with school leadership and actively involve themselves in support of academics and the family culture of the school. The school's Parents' Association provides financial and programmatic enhancement for the learning experience. In recent years, the parents have funded the installation of the wireless network, offered significant financial and volunteer support to the library, and provided additional programmatic support to curricula in health and wellness, the arts, science and the environment, and the social studies. The Parents' Association is very active in building support for the families through continual social events and opportunities for parent formation. Additionally, the Parents' Association facilitates numerous community service opportunities for students and families, a key aspect of

the success of the St. Theresa School program.

The Board of Specified Jurisdiction (BSJ) is a volunteer appointed school board of parents and community members who take responsibility for the advancement of the school in finances, marketing, and development. This not only provides foundational support for the school, but allows the school administration to focus on critical issues of curriculum and instruction.

The parish community, Village of Palatine, and local school district are also integral to the success of the students. The parish provides the foundation for the practice of the faith, and offers financial support, fine example, and opportunities for students to grow in service.

The Village of Palatine provides foundational support for the life, safety, and security of the students and facilities. The Palatine police and fire departments are integrally involved in school crisis management and provide educational opportunities for students and parents on issues of life safety and security.

Community Consolidated School District 15 provides academic and professional development support. St. Theresa School faculty is included in District professional development seminars and, through their custodial management of Title grants, the District makes available additional funding and support. The district facilitates access to student resource services and actively participates in the evaluation and servicing of students with learning concerns. The school district also facilitates transportation of the students to school via the busing system and offers economic assistance in the form of leveraged purchasing arrangements.

3. Professional Development

Teacher and staff professional development is directly aligned to the school's goal structure which includes school-wide goals to improve student learning, typically drawn from analysis of test data, and personal professional goals of each individual teacher based on their particular areas of growth relative to the school goals. Teachers are responsible for reporting back to the faculty team on the content and application of what they have learned.

Because teachers align professional development to areas of growth they have personally identified, teachers have become more open to professional development because it directly impacts their day-to-day classroom practice. Going outside the school for professional development is strongly encouraged by the school administration because it puts teachers in contact with other education professionals, creating a broader peer group for the staff.

In addition, teachers have become more collaborative in their practice, sharing what they have learned and supporting each other in the development of the skills, techniques, and knowledge they acquired at their conferences. Currently, this is most apparent in the integration of technology into instruction and how teachers can keep the focus on the classroom objectives - instead of the technology - when designing instruction supported by technology.

This collaboration has led to a greater openness among the entire team to take risks and experiment, to request peer and administrative observation and critique when applying lessons learned, and continue their pursuit of professional development. The staff is excited about what they are teaching and how they are teaching it and the students pick up on this enthusiasm.

Because of the specific goal orientation of professional development, the school has become less concerned about specific programs and techniques and more concerned about the benchmarks for achievement set for the students as well as actions and resources that will directly improve instruction in the classrooms each day. The school no longer speaks of this person's program or philosophy, or this way of doing things, and now focuses on what works; for example, the teachers use backward design in their lesson planning because it works, not because the school is adhering to a particular theory. Particularly in the area of technology, this also keeps the faculty focused on the benchmarks, not on the application of technology for the sake of the technology.

4. School Leadership

St. Theresa's administrative philosophy is collaborative, providing leadership that allows community stakeholders to develop and perform their assigned roles in the successful education of the children.

St. Theresa School is part of the greater whole of St. Theresa Parish. The pastor leads the school in faith, advocates for the school, and provides guidance and support on critical administrative matters.

The principal carries out her leadership with the support of the Administrative Council – a team of three teachers, representing the three academic levels of the school, who consult on all administrative decision-making and take leadership roles in school advancement. They also serve as advocates of the faculty when questions and concerns arise.

Of primary concern to the administration is the involvement of parents in their child's education. The principal fosters open and consistent communication between home and school regarding general information, important communication on student progress, and communication on the safety and security profile of the school. The principal endeavors to create an open school environment in which parents have access to understand the program and goals of the school and can partner with the school for success of their child. The principal positions the Parents' Association to be a source of advice and counsel as well as collaborators in the execution of the school program.

Excellence in instruction is the key to success in an academic program. To support faculty development, the principal collects real data on teacher performance through direct classroom observation. The principal strives to visit each teacher's classroom to observe instruction minimally three times each month. Conversations, goal setting, and evaluation are all based on a combination of student objective performance, lesson plans, and classroom observation. Teachers also take responsibility for educating each other through collaboration and presentation. Moreover, teachers are key players in not only fostering the development of technology in instruction, but also keeping each other and the school administration focused on the educational objectives to be attained rather than the technology itself.

The Student Council is also instrumental in the progress of the school. The principal relies on the Student Council for advice and support on the needs of the students and success of specific aspects of the program. In recent years, the Student Council has advised on the school dress code, prevention of bullying, and creation of service opportunities in the school. They are also included in administrative conversations regarding problem solving.

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	\$6001
1	\$5501
2	\$5501
3	\$5501
4	\$5501
5	\$5501
6	\$5501
7	\$5501
8	\$5501
9	\$0
10	\$0
11	\$0
12	\$0

4. What is the educational cost per student? \$5800
(School budget divided by enrollment)
5. What is the average financial aid per student? \$540
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? 7%

PART VIII - ASSESSMENT RESULTS

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Terra Nova 3rd Edition Multiple Assessment</u>
Grade: <u>3</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>CTB / McGraw-Hill</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	640.5	646.6	633.9	640	647.3
Number of students tested	32	43	42	38	50
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 3rd Edition Multiple Assessment</u>
Grade: <u>4</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>CTB / McGraw-Hill</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	664	645.2	660	662.9	673
Number of students tested	29	40	41	47	49
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 3rd Edition Multiple Assessment</u>
Grade: <u>5</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>CTB / McGraw-Hill</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	672.4	694.7	684.1	690.7	690.7
Number of students tested	37	27	41	51	62
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 3rd Edition Multiple Assessment</u>
Grade: <u>6</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>CTB / McGraw-Hill</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	713	711.6	712	717.3	697.5
Number of students tested	25	38	74	65	57
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 3rd Edition Multiple Assessment</u>
Grade: <u>7</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>CTB / McGraw-Hill</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	723.7	724.9	730.8	712.5	725.1
Number of students tested	39	46	56	56	66
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 3rd Edition Multiple Assessment</u>
Grade: <u>3</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>CTB / McGraw-Hill</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	664.4	662.8	656.8	654	657.7
Number of students tested	32	43	42	38	50
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 3rd Edition Multiple Assessment</u>
Grade: <u>4</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>CTB / McGraw-Hill</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	666.3	661.9	669.6	666.8	670.9
Number of students tested	29	40	41	47	49
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 3rd Edition Multiple Assessment</u>
Grade: <u>5</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>CTB / McGraw-Hill</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	677.3	683.5	683.4	689.9	689.6
Number of students tested	37	27	41	51	62
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 3rd Edition Multiple Assessment</u>
Grade: <u>6</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>CTB / McGraw-Hill</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	696.8	700.3	700	695.4	695
Number of students tested	25	38	74	65	57
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 3rd Edition Multiple Assessment</u>
Grade: <u>7</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>CTB / McGraw-Hill</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	703.6	706.2	702.6	703.1	707.6
Number of students tested	39	46	56	56	66
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: