

U.S. Department of Education
2017 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 Sister Marie Michelle Hackett, OP

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

Official School Name St. Edward School

(As it should appear in the official records)

School Mailing Address 4343 W. Sunnyside Avenue

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

City Chicago State IL Zip Code+4 (9 digits total) 60630-4198

County Cook

Telephone (773) 736-9133 Fax (773) 736-9280

Web site/URL http://www.stedwardschool.com E-mail principal@stedwardschool.com

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

Date _____

(Principal's Signature)

Name of Superintendent*Mr. Jim Rigg Ph.D. E-mail jrigg@archchicago.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

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

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mrs. Ann Tudor
(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, to the best of my knowledge, that it is accurate.

Date _____

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

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

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

PART I – ELIGIBILITY CERTIFICATION

1. 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 and National Blue Ribbon Schools requirements, are true and correct. 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. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2017 in order to meet all eligibility requirements. 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 2011 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: 2012, 2013, 2014, 2015, or 2016.
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 has not been identified by the state as "persistently dangerous" within the last two years.
9. 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.
10. 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.
11. 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.
12. 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

Data should be provided for the most recent school year (2016-2017) unless otherwise stated.

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

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

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. Number of students as of October 1, 2016 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	28	30	58
K	22	20	42
1	19	14	33
2	24	19	43
3	28	20	48
4	31	11	42
5	14	13	27
6	13	14	27
7	17	8	25
8	18	18	36
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	214	167	381

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 7 % Asian
 - 1 % Black or African American
 - 12 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 65 % 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.)

5. Student turnover, or mobility rate, during the 2015 – 2016 school year: 0%

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, 2015 until the end of the 2015-2016 school year	1
(2) Number of students who transferred <i>from</i> the school after October 1, 2015 until the end of the 2015-2016 school year	0
(3) Total of all transferred students [sum of rows (1) and (2)]	1
(4) Total number of students in the school as of October 1, 2015	354
(5) Total transferred students in row (3) divided by total students in row (4)	0.003
(6) Amount in row (5) multiplied by 100	0

6. Specify each non-English language represented in the school (separate languages by commas):

English Language Learners (ELL) in the school: 0 %
0 Total number ELL

7. Students eligible for free/reduced-priced meals: 5 %

Total number students who qualify: 21

8. Students receiving special education services: 4 %
16 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 conditions. It is possible that students may be classified in more than one condition.

<u>1</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>4</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>10</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

9. Number of years the principal has been in her/his position at this school: 24
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers including those teaching high school specialty subjects	20
Resource teachers/specialists/coaches e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	8
Paraprofessionals under the supervision of a licensed professional supporting single, group, or classroom students.	5
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 19:1
12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2015-2016	2014-2015	2013-2014	2012-2013	2011-2012
Daily student attendance	98%	98%	98%	99%	98%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**
Show percentages to indicate the post-secondary status of students who graduated in Spring 2016.

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. In a couple of sentences, provide the school's mission or vision statement.

We are a faith-based community providing a solid educational foundation enhanced by the arts, caring for the earth, and working for peace and justice.

PART III – SUMMARY

St. Edward School in Chicago, Illinois, is in an upper middle class urban setting on the northwest side of the city. We are a preschool through eighth grade educational institution serving 381 students from twelve different zip codes in the surrounding area. The school was founded in 1910 and is staffed by the Dominican Sisters from Springfield, Illinois. The Sisters continue to be part of its long legacy. The original school building was demolished, and a new two-story structure was erected in 1938. Due to the increase in enrollment, a third floor was added in 1951. The main building, composed of a full-sized gym, stage, and five additional classrooms, was constructed in 1955. A final addition was the mobile music studio in 1980. A true testament of the stability and reputation of the school is exemplified by the number of alumni who have children in the school and by the fact that nine teachers and staff members graduated from the school. The majority of our school parents are college graduates working in such varied fields as finance, law, environment, health, public safety, and education.

The student body is an urban mix of Caucasian, Asian, Hispanic, and African American students. Many of our students are multi-racial, either through birth or adoption. The different cultures help to enrich our global awareness, cultural inclusiveness, and yearly celebrations.

We hold the students to high academic standards, striving for excellence, while preparing them for college and career readiness. The various methods and strategies we use allow students to apply, analyze, synthesize, and evaluate their work by participating in group projects, labs, written synopses, close reading, research, discussions, and the use of technology. We keep in frequent contact with parents and encourage them to guide their children in their academic endeavors by providing resources, such as educational websites, family/community events, and after school enrichment and tutoring programs.

"Academic Excellence, Christian Values, and a Caring Community" succinctly describes our Mission Statement, which is used to distinguish all of our marketing materials. We believe in educating the whole child and instilling in him and her life-long learning skills so that each of them may serve one another and the global community. An aesthetic discipline is provided by a strong, ongoing music program enhanced by the arts, encouraging creativity and a love of learning through knowledge of literary and scientific studies. Following the policies of the Archdiocese, we provide a rigorous curriculum that provides students with opportunities to participate in Science Fairs, both in the city and at the state level, History Fairs, Honor Roll, Principal Award, the Presidential Gold and Silver Awards, plus Math, Quiz Bowl, and STEM Competitions. Because of these initiatives, our students have consistently placed in the top ten percent in a given academic competition.

Our students have the opportunity to participate in gym classes, daily outdoor recess, "Early Risers," which is a before school exercise class, the Running Club, and an after school organized sports program, which is dedicated to developing leadership, sportsmanship, and health of mind and body. An all-school indoor Pinball Tournament, which is a combination of dodge ball, basketball, and bowling, was created by students twenty years ago and attracts hundreds of parents and alumni each year to the two-day tournament. In competitive sports our students have won the regional football and basketball tournaments for the past three years.

Through education in the daily curriculum, our teachers try to create an atmosphere of peace and tranquility, while allowing students to identify and express their emotions. We provide professional help when needed and have a nurse and para-professionals on staff to give support and encouragement. In addition, the principal has taught a class to sixth grade students to help with Executive Functioning Skills.

Since our students come from various ethnic backgrounds, we celebrate their heritages by celebrating Hispanic/American Month, Thanksgiving, Our Lady of Guadalupe, Santa Lucia, Hanukkah, Christmas, Kwanzaa, Simbang Gabi, Martin Luther King Day, Chinese New Year, Mardi Gras, African/Asian American Month, St. Joseph Table, St. Patrick's Day, and Cinco de Mayo. We are also located in the neighborhood of the Irish American Heritage Center and the Copernicus Center, so our students visit both of these places for plays, cultural instruction, and entertainment.

The students have the opportunity to be involved in a wide variety of social activities. During the school day we have a Fun Fair, Santa's Workshop, Music Assemblies, Science World Assembly, and Field Day. After school we offer Girl Scouts, Boy Scouts, and Service Clubs that do projects off school campus, such as "Feed My Starving Children," and choral and orchestra performances at different venues. On the weekends the students socialize and help at Santa's Pancake Breakfast, Boy Scout Spaghetti Dinner, Girl Scout Tea, Blue and Gold Dinners, Sports Banquets, Retreat Days, Fall Festivals, Chalk Walks, Ice Cream Socials, Gaming Nights, Movies Under the Stars, and a Marriott Family Sleepover.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

St. Edward School strives to achieve academic excellence by implementing required benchmarks set by the Archdiocese of Chicago and by incorporating Common Core practices. We encourage our children to become life-long learners and to apply their education by accepting responsibility to change their communities for the better. Our extremely competent staff focuses upon the core curriculum subjects while incorporating technology and the fine arts into everyday teaching strategies. We create a learning environment that is both academically cultivating and emotionally safe for our students.

Reading: St. Edward’s reading curriculum follows the Common Core Standards by creating a cohesive balance between reading literature, as well as informational texts, the integration of language standards within the writing process, and the daily use of listening and verbal skills. Our Primary and Middle School uses a combination of basal readers, novels, short stories, and poems to cover a variety of comprehension skills. Junior High students complete three in-class novel studies, taking an in-depth approach to understanding and applying Common Core Standards; they are responsible also for independently reading fifteen fiction and non-fiction books in nine specific genres over the course of the school year. Foundational skills in reading are closely monitored by an online program, which all students utilize several times throughout the year. This program helps students improve reading comprehension across all genres. Students take tests regularly throughout the year to track individual strengths and weaknesses in comprehension and to establish a Zone of Proximal Development for independent achievement. These reports show a National Percentile Ranking and a calculated Grade Equivalent predicated by year and month of achieved comprehension. This process allows struggling students to receive help from many of our support programs, while allowing our advanced students to challenge themselves with additional practice in vocabulary and literacy skills comprehension.

Math: The mathematics program at St. Edward School is aligned with the Common Core Standards, and each lesson begins with an “Essential Question” based upon those standards. Fundamental problem-solving skills are taught by using a four-step problem solving method. First, students are encouraged to understand problems by identifying key words and the necessary solving operations. Students then devise a strategy for problem solving: drawing a picture or diagram, modeling, or the application of basic computation skills. That plan is then executed. The last step is to review final results and confirm that students have answered the question asked. Students are challenged to reason abstractly and quantitatively with problems not just solved but explained and justified. We use an online program, which strictly focuses on the mastery of foundation skills, and which provides both intervention to those struggling with computation and challenges for advanced students, actively furthering their proficiency of basic and more complex skills. Our curriculum is assessed using engaging activities, which apply math within real world situations through performance evaluations, problem solving, application of mathematical concepts, and critical area projects.

Science: Our school’s science curriculum is a combination of Common Core Standards and Next Generation Science Standards. Within this curriculum, students are able to connect what they learn in class to the outside world by being involved in authentic inquiry-based projects, that require higher level thinking skills and integrate a variety of STEM challenges, which allow students to work in teams to problem solve in order to accomplish a group goal. Teachers are able to instruct students in fundamental science skills by using a range of instructional strategies, such as hands-on laboratory investigations, differentiated instruction, group and individual work, and the use of technology. Data analysis is another significant aspect within our curriculum. Students learn graph analysis by collecting data during hands-on laboratory investigations and analyzing their results in order to form valid conclusions based upon that data.

Social Studies: Common Core Standards and the NCSS (National Council for Social Studies) guidelines are used to structure our classes. Classes provide students with the necessary foundational tools to employ critical thinking skills while considering global points of view in order to become thoughtful and caring citizens within their community. Our curriculum is reflective of our multicultural nation and neighborhood, focusing specifically upon inclusion and respect for others. Students are given the opportunity to use

graphic organizers, questioning, context clues, and summarizing, while connecting to past and current social themes.

Curriculum and Instruction – Preschool:

The preschool core curriculum is aligned with Common Core Standards and incorporates reading readiness components and math readiness skills, providing students with a solid foundation to begin the reading and the math instructional programs. The literacy program uses a phonics-based system, integrating essential elements of reading, while introducing writing and spelling through character introduction. Primary math skills include sequencing, patterning, and basic addition and subtraction. Instruction in the areas of science and social studies is introduced through simple texts designed for students to learn about and engage in the world around them, culminating in a variety of STREAM (Science, Technology, Religion, Engineering, Arts, Math) activities.

2. Other Curriculum Areas:

St. Edward School emphasizes instruction of the whole child: socially, emotionally, intellectually, physically, artistically, and spiritually. Our school provides a full spectrum of classes in which every student, preschool through eighth grade, is able to participate. All “specials” classes follow the curriculum checklist determined by the Archdiocese of Chicago.

Arts (Visual): Art classes are divided into two divisions. Preschool through fifth grade attend a hands-on art class for thirty to forty-five minutes once a week with a college graduate art instructor. They create clay fossils, watercolors, self-portraits, and seasonal projects. Sixth through eighth graders attend class once a week for forty-five minutes with a master-level art teacher. These classes work in a “spiral method” so that each year new techniques are added to the previous year’s foundation. Shading, fading, lighting, symmetry, and applying geometry to art are exemplified. Samples of student work are exhibited at the end of the year in our Art and Academic Gala.

Arts (Performing): Music class times and instruction differentiate by grade level. Preschool through first grade attend music class once a week for thirty minutes; second through fifth grade students attend music classes twice a week for thirty minutes; sixth through eighth grade students attend once a week for forty-five minutes. Primary students learn group songs, rhythm, instruments, and they host the Spring Show. Middle school students focus upon music appreciation and host the Christmas Program, while Junior High students learn current and cultural forms of music, and they participate in the yearly Music Fair during Catholic Schools Week.

All students have the opportunity to take advantage of private music lessons or to join one of our extra-curricular musical offerings. We have seven private music instructors offering lessons in eighteen different instruments, including voice lessons, Beginning Band, Beginning Strings, Junior Orchestra, and Senior Orchestra. These student musicians are then highlighted within the school year with Solo Contests, Piano Contests, String Recitals, Band and Orchestra Concerts, and the Eighth Grade Recital.

Physical Education/Health/Nutrition: Students in preschool through fifth grade receive active physical education instruction for thirty minutes twice a week, while sixth through eighth graders receive forty-five minutes of instruction twice a week. Along with the curriculum checklist, our physical education instructor includes Presidential Fitness Training in her routine. She instills the philosophy: “Win with Humility, Lose with Dignity.” All students are encouraged to participate to the best of their ability within a structured setting while learning self-control, cooperation, and fair play. Science teachers and religion teachers incorporate units on health, family life, and child safety in their instruction.

Foreign Language: St. Edward School is in explicit compliance with the program’s foreign language requirements. Every student from preschool through eighth grade is provided with Spanish classes. Preschool and kindergarten have one twenty minute class a week; first and second graders receive one twenty-five minute class a week; third through fifth graders have one thirty minute class a week; and, sixth through eighth grades attend class twice weekly for forty-five minutes. Primary students begin simple word recognition and basic conversational skills. Middle school students advance to pronunciation and

conversational skills. Junior high students work towards sentence structure, conjugation, as well as city and country projects.

Technology: Computer classes are taught in grades three through eight once a week for forty-five minutes. Early Childhood and Primary teachers have access to the computer lab to work on special assignments, and they share a set of twenty iPads to use in their classrooms. Elementary and Middle School students learn various components of a computer, basic word processing skills, and basic typing skills. Junior High students progress towards keyboarding skills, programming, coding, computer applications, and the presentation of final projects. Students in grades four through eight have school Gmail accounts. Fourth and fifth grade students have twenty-five traveling Chromebooks that students and teachers may use to enhance the curriculum, while our Junior High students have individually purchased Chromebooks for use during daily class instruction.

Religion: Religion classes are taught for twenty to forty minutes daily depending upon the grade level. Students are encouraged to emulate the life of Christ and are required to complete service hours within the school and neighboring communities. First through eighth grade classrooms host Masses throughout the school year, and families are invited to share in the Eucharist. Second graders prepare for the Sacraments of Reconciliation and Holy Communion, while the eighth graders strengthen their faith through professional on-and off-campus retreats and the Sacrament of Confirmation.

3. Instructional Methods, Interventions, and Assessments:

In order for our faculty and students to achieve academic excellence, teachers incorporate Common Core Standards and the Archdiocesan benchmarks when planning for the academic year. Each teacher is given a checklist in August to use as a planning tool in order to focus upon both best teaching practices and student assessments. Benchmarks are assessed formatively in numerous ways and over multiple periods of time throughout the year to guide both re-teaching and re-learning. These same benchmarks are also assessed by sequencing student mastery of standards throughout the year.

Each year teachers are given a detailed report of the ACT Aspire results. These are studied and analyzed to assess each student's strengths and weaknesses. It is through this deep dive study that we are able to adjust the curriculum to accommodate any areas that need improvement and to look for ways to continue to challenge our gifted students. Curriculum and teaching methods are adjusted to teach concepts that may be lacking or show signs of weakness. Teachers use Quizlets, written by the Archdiocese, three times a year in order to provide additional practice and support to students on core information. Gifted students are given the opportunity to exceed benchmark standards by applying skills that include higher reading levels, advanced level critical thinking or questioning, and that convey more complex verbal and written statement proficiency.

In order to provide our students with both academic support and individualized challenging goals, teachers design their classroom plans to foster respect for each student's learning abilities and talents. Student strengths are quickly recognized, and student weaknesses are immediately identified. Once a student is identified as "struggling," an immediate process of intervention begins. Teachers meet with the family to discuss concerns and then begin taking samples of the student's work, documenting observations on the Archdiocesan Student Profile Packet. Our RTI (Response to Intervention) team also will make classroom observations and continue student documentation as evidentiary proofs. Teachers, parents, and the RTI team will then meet to discuss creating an ICEP (Individualized Catholic Education Plan) or to refer the student to outside sources for further testing.

Within our school, we have several on-site resource teachers for our students. We have a Title I teacher, a speech teacher, an academic coach, and a learning behavior specialist. Currently fifteen percent of our students qualify for Title I services, and sixteen of those students also receive extra services provided by our resource teachers. These students have special education accommodations, which are applied during regular daily classroom activities and during standardized testing. Students that attend these services work on the same material being covered within the classroom but in a smaller setting with more time and explanation. We have discovered that the students respond better to the material because they are still on task with their

peers and do not feel as if they are lagging behind when returning to the regular classroom.

Teachers meet regularly in PLC (Professional Learning Community) teams (preschool, kindergarten and first grade; second and third grade; fourth and fifth grade; sixth through eighth grade) to address any behavioral or academic concerns. These teams collaborate to discuss techniques that have been tried and are successful and methods that have been tried but were unsuccessful. By working cooperatively within these teams, teachers are all “on the same page” for all concerns regarding their students. Teachers also meet departmentally to review the curriculum to assure that all content is being taught and that curriculum is being reinforced, not retaught year to year.

Cross curriculum teaching and evaluations are common within our school. The reading teacher will assign genres for independent reading, which may also be used for Science, Social Studies, or Music Fair research. English teachers will work with students to write and edit essays for classroom projects. Fine Arts teachers introduce art or music from a specific time period being covered in history class. The Computer teacher will create multi-media projects with students to complete a novel study. Math teachers will work with students to create various types of charts and graphs for science labs or projects.

Differentiated instruction and assessment are common practices among our teachers. Students will be arranged in various ways in order to provide them with the best possible learning environment, depending upon the task at hand. Teachers utilize whole class and small group instruction. Peer teaching may reinforce lessons while teachers meet individually with students to answer questions. Although tests and quizzes are used for some assessments, it is not uncommon for students to have various other forms of assessment. Interactive notebooks, computer-based projects, essays, group and individual projects, creative arts projects, homework, class work, observations, interviews, graphic organizers, labs, presentations, and portfolios are among some of the ways our students are assessed.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

St. Edward School believes in a collaborative style of leadership and learning. The principal and teachers strive to create a happy, safe, and positive environment for all students. Throughout the school year, the classrooms and hallways are decorated with students' work and projects, with trophies, the current honor roll and principal's awards, and various fine art displays. Each year the school incorporates a theme that the teachers and students use as a focus, thus incorporating cohesion among all grade levels. A central display of this theme is visibly placed on the first floor of the school for the entire year, so students, parents, faculty, and visitors can support the systematic theme and vision for that given school year.

Parents and teachers work closely to monitor students' academic struggles and successes, socialization skills, and emotional behaviors. An open line of communication is available through direct phone calls to the school, through conferencing, and through emails. Often, before and after school, teachers can be found tutoring students, monitoring academic or sports programs, supervising social clubs, or meeting with parents. Our faculty supports our students more than academically. It is not uncommon to see teachers attending students' extracurricular activities or to see students, families, and faculty members working together toward successful social and fundraising activities.

We are a school that prides itself on being supportive of one another. Faculty members are treated with respect by the administration and are included when creating elements of the school calendar, setting conference times, changing or creating new school policies, and updating the school's mission statement. Teachers are strongly encouraged to continue their professional development by receiving monetary subsidies, provided by the school, that cover workshops, seminars, or advanced degrees.

Throughout the school year, faculty members and students participate in or are celebrated with many memorable events. Students enjoy school Spirit Days, sports team days, pajama days, dress-down days, movie days, game days, and a student appreciation day when the parent organization provides a full day of fun activities with a special surprise guest during a school assembly. We have a hospitality committee that recognizes special events in our faculty's lives. Birthdays, weddings, baby showers, Boss' Day and Secretary's Day are just a few of the special celebrations. The St. Edward parent organization has a long-standing tradition that honors the faculty and staff with a homemade breakfast and appreciation gift on Teacher Appreciation Day. St. Edward Parish also recognizes the teachers' dedication and commitment with a Christmas party and an end-of-the-year luncheon.

2. Engaging Families and Community:

St. Edward School families and community are involved in many aspects of the school. As part of our curriculum we engage the resources of our stakeholders. During the year professionals teach our students forensics, health, nutrition, CPR, recycling, planting and farming, veteran affairs, different career opportunities, and strategies against gang affiliations and drug/alcohol abuse.

Our school is in a neighborhood community that provides opportunities for our students to be engaged in clean-up projects, service activities at nursing homes, food pantries, and animal shelters, as well as assistance to the elderly and baby-sitting. As part of our service projects this year, we collected stuffed animals for Lurie Children's Hospital in Chicago, toys for our sharing parish, and buckets of cleaning supplies for the victims of Hurricane Matthew. The parents are involved in helping with these many projects. Next summer some eighth graders and graduates are planning a service trip to Tennessee to assist with a building project supervised by adults from our community.

Our academic successes are published on our website, on Facebook, in the local newspapers, and on neighborhood blogs. Parents have daily access to students' grades and meet frequently with teachers. Our expansive music program provides students with disciplines that promote academic success, and a neighborhood youth theater group works with our students weekly, culminating in two musical productions

each year, thus encouraging confidence and public speaking.

The alumni remain connected and a vital part of the school by coaching in our sports programs and teaching and volunteering in the school. Parents assist as lunchroom monitors and help with classroom projects and tutoring. It is through this adult mentoring that our students gain a sense of generosity and justice.

The School Board has been actively engaged in the education of our students, were responsible for researching a one-to-one Chromebook computer program for our school, and worked closely with the administration and teachers to successfully implement the program this year. The Board updates and monitors our website as well as our weekly e-backpack mail to our constituents.

Our primarily college-educated parents are involved in their children's education and successes, and we are held to high academic standards by the many stakeholders who support our school. Last year, we had an AdvancEd Evaluation, which noted our educational successes; a parent survey, which supported our multiple endeavors; and our assessment results, which confirmed student growth in many areas of the curriculum.

3. Professional Development:

In the past three years, St. Edward School has focused its Professional Development on areas that improve performance and enhance the potential of the teachers and the success of the students. We focused on skills and knowledge that are needed to align teaching with twenty-first century techniques. The three focus areas were: AdvancEd Evaluation, Assessment and Data Analysis, and the use of Chromebooks and Google Apps.

Our school began the AdvancEd process by looking at the curriculum. We provided workshops and webinars to help in the understanding and implementation of Common Core Standards into our daily lessons. The faculty took outside professional workshops to become further educated on Common Core Standards with weekly lesson plans that highlighted the use of Common Core. The Administration has consistently been part of this emerging process.

As part of the AdvancEd Evaluation, the ELEOT Instrument (Effective Learning Environments Observation Tool) was used to observe and evaluate teachers. In a one-to-one conference with the principal, each teacher was given feedback on his/her performance, discussing both strengths and weaknesses. New teachers are mentored by seasoned teachers, who work with them on lessons, teaching strategies, and discipline. New teachers also observe in other classrooms as part of their initial and ongoing training.

The Archdiocese provides workshops and webinars on delving into test scores and data analysis. We recently changed from the Terra Nova Test to the ACT Aspire Test. Last year was the first year we used this new assessment, and a year before we administered the test, we began preparing our students for this new test by honing their writing skills. After the test we did a deep dive into the results, assessing if our students were college and career ready, how to interpret individual test results, how to teach to get different and better results, the resources available, and the next steps. Teachers met in groups to determine what was not being taught adequately and what was lacking in their current curriculum.

The principal and each teacher have been given Chromebooks for their use, and the school has provided classes during faculty meetings on the use of Google apps, as well as a workshop entitled "The Use of Google Apps for Education," offered through Morris College. The faculty has been able to work successfully with our students to use a blended approach with technology as part of their daily curriculum.

4. School Leadership:

The principal of St. Edward School is a Springfield Dominican who has served the school for the past twenty-five years. The principal believes in educating the whole child and providing a safe and loving

environment, where each child can learn, be creative, grow, and be free to reach his/her full potential as a student and a human being. As the educational leader, the principal has worked closely with the staff to update the curriculum, has initiated a comprehensive deep data dive for the faculty in regards to yearly assessments, and evaluates the teachers, holding each to a high standard of excellence. She has an open-door policy and believes in engaging in frequent dialog with faculty members in order to support them in an ever-changing and challenging job.

The school has two assistant principals and a team of teachers, all of whom work closely with the Archdiocese regarding our AdvancEd guidelines for curriculum and assessments. There is also a very active RTI (Response to Intervention) team that observes, evaluates, and works on ICEP's (Individual Catholic Education Plan) for students.

The teachers and principal have scheduled PLC (Professional Learning Community) meetings and faculty meetings, along with staff development days. The time is used to collaborate on teaching strategies, assessment strengths and weaknesses, student updates, the implementation of 504 and ICEP plans, parent involvement, and next steps in moving forward with our curriculum. As a result of these meetings, our students have shown significant growth in math and reading in a variety of assessment results.

The school communicates regularly with parents and stakeholders through email, a comprehensive and updated website, one-to-one conferences, bi-yearly scheduled parent conferences, open houses, curriculum night, School Board meetings, SEPO (St. Edward Parent Organization) meetings, and many social activities.

The principal extends an open-door policy to all parents and is available on a daily basis regarding student concerns and successes. She is readily available to assist and communicate with parents, and attends most of the outside school activities. There is a spirit of camaraderie between the parish and school, which speaks of a team spirit that has the students' best interests at heart.

The Archdiocese has policies and procedures that must be followed, and the principal insures that we are in compliance. She serves as the secretary of the Principal's Association and is presently serving on the Archdiocesan Strategic Plan and Teacher Evaluation Committee.

PART VI – STRATEGIES FOR ACADEMIC SUCCESS

Three years ago, St. Edward School launched a five-year Strategic Plan. We engaged in a year-long study with the guidance of the planning committee from the Archdiocese, the school board, faculty, and stakeholders. We concentrated on the areas that most needed attention in order for our school to continue to succeed. We had a day-long session with stakeholders to generate strengths, weaknesses, and where we wanted our school to be in five years.

PART VII – NON-PUBLIC SCHOOL INFORMATION

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 is the educational cost per student? \$5655
(School budget divided by enrollment)

4. What is the average financial aid per student? \$2630

5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 3%

6. What percentage of the student body receives scholarship assistance, including tuition reduction? 6%

PART VIII – ASSESSMENT RESULTS FOR NORM-REFERENCED TESTS

REFERENCED BY NATIONAL NORMS

Subject: Math
Edition/Publication Year: 2016

Test: ACT Aspire
Publisher: ACT, Inc.

Grade: 3
Scores are reported here as: Scaled scores

School Year	2015-2016
Testing month	Apr
SCHOOL SCORES	
Average Score	416
Number of students tested	39
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	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: Math
Edition/Publication Year: 2016

Test: ACT Aspire
Publisher: ACT, Inc.

Grade: 4
Scores are reported here as: Scaled scores

School Year	2015-2016
Testing month	Apr
SCHOOL SCORES	
Average Score	418
Number of students tested	27
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	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: Math
Edition/Publication Year: 2016

Test: ACT Aspire
Publisher: ACT, Inc.

Grade: 5
Scores are reported here as: Scaled scores

School Year	2015-2016
Testing month	Apr
SCHOOL SCORES	
Average Score	419
Number of students tested	24
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	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: Math
Edition/Publication Year: 2016

Test: ACT Aspire
Publisher: ACT, Inc.

Grade: 6
Scores are reported here as: Scaled scores

School Year	2015-2016
Testing month	Apr
SCHOOL SCORES	
Average Score	425
Number of students tested	23
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	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: Math
Edition/Publication Year: 2016

Test: ACT Aspire
Publisher: ACT, Inc.

Grade: 7
Scores are reported here as: Scaled scores

School Year	2015-2016
Testing month	Apr
SCHOOL SCORES	
Average Score	424
Number of students tested	32
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	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: Math
Edition/Publication Year: 2016

Test: ACT Aspire
Publisher: ACT, Inc.

Grade: 8
Scores are reported here as: Scaled scores

School Year	2015-2016
Testing month	Apr
SCHOOL SCORES	
Average Score	426
Number of students tested	25
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	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: Reading/ELA
Edition/Publication Year: 2016

Test: ACT Aspire
Publisher: ACT, Inc.

Grade: 3
Scores are reported here as: Scaled scores

School Year	2015-2016
Testing month	Apr
SCHOOL SCORES	
Average Score	417
Number of students tested	39
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	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: Reading/ELA
Edition/Publication Year: 2016

Test: ACT Aspire
Publisher: ACT, Inc.

Grade: 4
Scores are reported here as: Scaled scores

School Year	2015-2016
Testing month	Apr
SCHOOL SCORES	
Average Score	419
Number of students tested	27
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	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: Reading/ELA
Edition/Publication Year: 2016

Test: ACT Aspire
Publisher: ACT, Inc.

Grade: 5
Scores are reported here as: Scaled scores

School Year	2015-2016
Testing month	Apr
SCHOOL SCORES	
Average Score	421
Number of students tested	24
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	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: Reading/ELA
Edition/Publication Year: 2016

Test: ACT Aspire
Publisher: ACT, Inc.

Grade: 6
Scores are reported here as: Scaled scores

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Number of students tested	
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Number of students tested	

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Average Score	
Number of students tested	

NOTES: