

PART I – ELIGIBILITY CERTIFICATION

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.

1. 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, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2019 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.
3. 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.
4. The school has been in existence for five full years, that is, from at least September 2013 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2014, 2015, 2016, 2017, or 2018.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
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

Data should be provided for the most recent school year (2018-2019) 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
 - Rural or small city/town
3. Number of students as of October 1, 2018 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	7	6	13
K	10	8	18
1	7	14	21
2	10	5	15
3	4	17	21
4	9	12	21
5	15	11	26
6	15	13	28
7	10	8	18
8	18	20	38
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	105	114	219

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 0 % Asian
 - 2 % Black or African American
 - 1 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 86 % White
 - 11 % 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 2017 – 2018 school year: <1%

If the mobility rate is above 15%, please explain.

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, 2017 until the end of the 2017-2018 school year	0
(2) Number of students who transferred <i>from</i> the school after October 1, 2016 until the end of the 2017-2018 school year	0
(3) Total of all transferred students [sum of rows (1) and (2)]	0
(4) Total number of students in the school as of October 1, 2017	227
(5) Total transferred students in row (3) divided by total students in row (4)	<.01
(6) Amount in row (5) multiplied by 100	<1

6. Specify each non-English language represented in the school (separate languages by commas):
While we have no identifiable need for ELL services, we do have students whose primary languages are Spanish and Polish.

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

7. Students eligible for free/reduced-priced meals: 0 %
 Total number students who qualify: 0

8. Students receiving special education services: 7 %
15 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>3</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>1</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>8</u> Other Health Impaired |
| <u>1</u> Developmental Delay | <u>6</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>3</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>1</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 3

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, e.g., third grade teacher, history teacher, algebra teacher.	19
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	5
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	3
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	0

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 12:1

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

Required Information	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Daily student attendance	98%	97%	97%	98%	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 2018.

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. 2012

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

To provide an unsurpassed Catholic educational opportunity, encourage academic achievement, develop each student's unique talents and gifts, and inspire students to become Christ-like leaders.

PART III – SUMMARY

“Come for the education; stay for the community,” sums up the St. Athanasius School (St. A’s) experience for thousands of students and parents throughout its 96 year history. This is particularly true since St. A’s was awarded National Blue Ribbon status in 2012.

Located in Evanston, Illinois, a vibrant, diverse urban/suburb comprising many races, religions and levels of income, St. A’s attracts students from the surrounding suburbs and the north side of Chicago. As a Catholic community whose mission is to challenge students to achieve academic excellence, develop their talents and gifts, and inspire them to become community leaders in imitation of Christ, St. A’s has an outstanding, nationally recognized, educational program that attracts parents and students. It is this academic excellence in conjunction with a participative, multi-generational support system that bonds families to St. A’s for a lifetime.

Rather than rest on the laurels of being named a National Blue Ribbon School in 2012, St. A’s leveraged that recognition to not only improve existing programs through targeted Reading, Math and Writing interventions, but to embrace new initiatives. It has enabled St. A’s to retain and recruit innovative teachers, dedicated to providing opportunities for St. A’s students to participate in “knowledge-sharing” within larger communities. This prestigious award has allowed St. A’s to deepen its ties to nearby Northwestern University: NU grad students now serve as Future City mentors to our middle schoolers, joint service projects are sponsored to give back to the community, and St. A’s staff are invited to attend specialty conferences at NU. Finally, St. A’s leveraged the award to garner community support of the STEM lab initiative, resulting in funding to finance a dedicated STEM lab for the school.

The highly dedicated faculty, a mix of new and experienced teachers, staff and administrators, some serving St. A’s students for more than 25 years, form the core of the community. Nearly 80% have Masters’ degrees and 90% lead co-curricular activities in addition to teaching the challenging curriculum. Core teachers, and art, music, PE, Spanish, French, Spanish, STEM, technology and resource specialists work in flexible, collaborative teams to foster a love of God and learning.

The St. A’s experience is strategically structured to provide for maximum learner independence within an integrated, student-centered support system. The foundation is the Unit System, a unique educational structure that enhances both instructional and social-emotional support. Each Unit is made up of two grade levels: Unit A (grades 1 and 2); Unit B (grades 3 and 4); Unit C (grades 5 and 6) and Unit D (grades 7 and 8). Every Unit has a nucleus of teachers, each of whom has a homeroom and teaches specific core subjects. Students from both grade levels comprise most homerooms, while students remain within their grade for all content area classes. “Specials” teachers provide instruction in their respective fields and work closely with Unit teachers to integrate curricula.

St. A’s students more than rise to the high academic expectations of the community. Standardized test scores are consistently within the top 10% in the nation, and within the top 1% of the 185 Archdiocese of Chicago elementary schools. More than half of grade 5-8 students achieve Honor Roll status each trimester. Art students win awards in local, state and international competitions. Fourth graders win writing contests. French students consistently achieve prize-winning rankings on the National French Exam. A number of 7th and 8th grade students won gold and silver awards at the Illinois State Science Fair in 2015, 2016, 2017, and 2018. St. A’s received the regional Top School Award at the Illinois Junior Academy of Science (IJAS) Expos in 2015, 2016 & 2018. Recently, an 8th grade team won first place in the Northwest Suburban Fall 2018 Stock Market Game.

In addition to providing challenging classroom instruction, St. A’s offers a vast array of before school, after school, and lunchtime activities to stimulate interests, talents and leadership; creating a multi-dimensional learning environment where students thrive.

Alumni excel as well. Within the past five years, three graduates have achieved National Merit status. Most place into high school Honors classes and maintain Honor Roll recognition. Many graduates attend

prestigious universities. Alumni have also been recognized as entertainment, military, business and non-profit leaders, daily living out the school's mission.

Highly involved parents, alumni, faculty, staff and students comprise the dynamic community that makes St. A's flourish. In addition to serving as guest speakers, coaches, classroom helpers and field trip supervisors, parents teach enrichment classes and collaborate with teachers on service projects.

St. Athanasius School seeks Blue Ribbon recognition again, because its strong learning community excellently fulfills its mission. Challenging students to academic excellence, nurturing talents and gifts, and cultivating leadership in imitation of Christ inspires everyone involved to dream, to risk and to achieve. By welcoming participation from faculty, parents, students, parishioners and the broader community, St. A's creates a dynamic synergy in which all stakeholders eagerly invest their time, talent and resources toward each student's success.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

1a. Reading/English language arts:

St. A's teachers are committed to high quality instruction that meets the needs of all learners. This commitment is evidenced and realized through a three-pronged approach: research-based reading and writing strategies tailored to meet students' needs, availability of support staff; and continuous progress monitoring.

Blending the best elements of guided reading and literature-based programs with a strong emphasis on phonemic awareness in the early grades, St. A's meets the needs of all emerging readers. Teachers use balanced reading and writing instruction to help students master the fundamentals. Junior Kindergarten students utilize Jolly Phonics, and Foundations, an intensive program for phonological and phonemic awareness and spelling strategies, is utilized in Kindergarten through 3rd grade. Through flexible guided reading groups and regular writing conferences, teachers address the needs of all students, and high-quality literacy centers provide ample practice to enhance skills.

Full time teacher's aides in Junior Kindergarten-2nd grade classrooms support mastery of literacy skills by providing immediate feedback and practice to individuals and small groups of students. Two full time learning resource teachers assist with administering periodic Fountas & Pinnell benchmark assessments and collaborate with classroom teachers to analyze progress. The team implements strategic interventions for both struggling and advanced readers based on interim Aspire assessments, progress monitoring, and teacher feedback.

In grades 5-8, students transition to more challenging, content-rich materials including novels, plays, poetry, and primary sources. Teachers incorporate note taking and outlining skills as students learn to comprehend subject area materials, and regular practice of annotation skills for literary analysis occurs.

Literacy skills are reinforced across the curriculum. Readings are tied to themes explored in Science, Social Studies, and Math. 8th graders analyze *To Kill a Mockingbird* while studying the Civil Rights Movement; 2nd graders read *Winnie Finn: Worm Farmer* while learning about composting. Finally, St. A's instills a love of reading through weekly interactive library classes for grades K-4, book chats, reading buddies, author visits, and our annual book fair.

1b. Mathematics:

St. Athanasius School offers a standards-based math program that both provides students with the everyday math skills they need to succeed and also the accelerated skills required to apply for highly selective high school programs. Standards are taught with a combination of materials, including Everyday Math (EDM), Engage NY, and tiered instruction taught by math specialists in grades 6-8. Students who are performing at, below or above grade level are continually identified and monitored through Aspire Interim tests, Aspire summative tests and classroom performance data.

Students discover and explore mathematical concepts through hands-on activities and cooperative learning in grades JK-4. St. A's teachers supplement the EDM curriculum with extensive fluency practice and a focus on communicating the problem-solving process. Beginning in grade 5 students are taught the common core curriculum by one of two math specialists, continuing the focus on fluency, problem-solving, and communication.

Grade 6 students are offered either 6th Grade Common Core Math or 1st Semester Algebra 1. Placement in these courses is based on assessed algebra aptitude, fact fluency, classroom performance, and assessment data. Grade 7 offers a 1st Semester Algebra 1 and a 2nd Semester Algebra 1 course, with the students who complete 2nd Semester Algebra 1 being prepared to place into Geometry at a local high school as 8th

graders. Grade 8 offers two courses: 2nd Semester Algebra 1 and an Honors Algebra course.

Learning resource teachers are available for push-in or pull-out math support at all grades. In K-4, this includes pull-out math enrichment groups when appropriate to work on advanced problem-solving skills and concepts. Classroom teachers in all grades are available for extra support, reteaching of concepts or enrichment, before school several days each week.

Instructional methods include manipulatives and games, interactive online programs such as Mathletics and IXL, participation in the Stock Market Game sponsored by ECON Illinois, Rocket Math, and STEM challenges.

1c. Science:

St. A's offers a project-based science curriculum aligned to the NGS Standards, enhanced by a strong STEM program. From Kindergarten through Grade 8, classes engage in meaningful, hands on activities focused on 21st Century skills, including communication, collaboration, creativity, and critical thinking.

Over the past five years St. A's has instituted a science fair in which all 7th & 8th grade students participate. This research-based project spans ten weeks, culminating in a science fair at school where student projects, papers, and presentations are judged by science professionals, teachers, and invested members of the wider community. As a result of this science fair, any student earning a Gold award is eligible to take his/her project to the Illinois Junior Academy of Science (IJAS) Regional Fair. St. A's has earned the Top School Award at the IJAS Regional Science Fair for three of the last four years. Following the Regional Fair, a number of students present at both the paper and poster sessions of the Illinois State Science Fair. All of these participating students earn either Gold or Silver Awards.

In the 17-18 school year St. A's opened a STEM lab, utilized by 5th through 8th grade classes for a minimum of eighty minutes per week. Students work with partners on engagements to set SMART goals, learn technology programs, and explore scientific and mathematical challenges utilizing 3D printing, robotics, building and design, coding, and animation. Students communicate and collaborate with partners, test theories, and reflect on both successes and failures, which are all shared in the project e-portfolios they present to the class upon completion of each engagement.

Whether it's Grade 3 putting on a force and motion carnival for the kindergarten class, all students voting for the best Animated Short Film created by the Unit D students, or Grade 1 students testing homemade catapults, project-based learning enhances the science instruction throughout the school.

1d. Social studies/history/civic learning and engagement

St. A's offers a rigorous and challenging Social Studies curriculum, with a focus on community partnerships, service, civic engagement, and global citizenship. Students use maps, charts, tables, primary sources, and interactive computer applications to enhance their learning. They participate in collaborative projects, in addition to studying texts and reading historical novels, to develop enduring understandings of historical, political, and cultural issues and events. St. A's is committed to providing a strong foundation in history, government, and democracy to all students. Civic engagement is fostered through discussion of current events, involvement in community service projects, and development of student leaders.

Early learning focuses on communities, and students participate in activities such as Unit A's Community Helpers' Day. Unit B expands that focus to the earliest communities of our country. Students access authentic resources aligned with the Standards such as The Grove historical site, to experience a day in the life of the earliest settlers.

Unit D students conduct in-depth studies of both the state and federal Constitution. Using scaffolded inquiry based techniques, students engage with current events daily.

A highlight of the Social Studies curriculum is a Humanities course for students in Grades 6, 7, & 8. This
NBRS 2019

course, taught by two faculty members who are Fellows of the Library of Congress, incorporates web-based archival resources of America's Library and other primary sources to enrich students' understanding of key eras of the past and make connections to the present. On a rotating basis, Child Labor, WWII, and Post WWII decades are explored in depth. Last year's class focused on Child Labor, and eight students were nominated and selected for Student Leadership Day at the Illinois Holocaust Museum. As a result of their participation, these students arranged a schoolwide presentation on Fair Trade, created public service videos, hosted speakers from the Fair Trade Alliance, and participated in Chicago Fair Trade Day, bringing awareness to citizens in downtown Chicago.

1e. For secondary schools:

1f. For schools that offer preschool for three- and four-year old students:

The Junior Kindergarten (JK) program offers a developmentally appropriate balance of physical, social, academic and imaginative play activities in a weekly theme-based curriculum, in which children are nurtured within a loving Catholic community. Students engage in meaningful play and transitions, multi-sensory experiences and foundational academics in the areas of early literacy, writing, math, and inquiry. The program aligns with the early childhood learning standards developed by the Archdiocese, and students are taught to think critically and express themselves in a way appropriate to their social-emotional development. School-wide educational initiatives are considered, with JK faculty included in all professional development activities.

2. Other Curriculum Areas:

St. A's has a learning community which embodies the school mission of providing academic excellence, developing students' talents and gifts, and inspiring them to become community leaders in imitation of Christ. St. A's comprehensive curriculum is aligned with Common Core based Archdiocesan and Illinois State Standards, Next Generation Science Standards (NGSS), and the National Educational Technology Standards for Students (NETS*S).

As a Catholic school, students are introduced to faith-based religion instruction beginning in Junior Kindergarten. A religion text and attendance at weekly mass are introduced in Kindergarten and continue through 8th grade. Faith is expressed through love and respect for God, self, and others. All students and staff actively participate in service projects throughout the year in order to "live" their faith. Through prayer, scripture, tradition, worship, and service to the community, students build a relationship with God that shapes both their Catholic values and their lives.

The visual and performing arts program at St. A's is designed to develop students' unique talents and gifts. A comprehensive art program is provided twice a week for students in grades K-8. Components include art history and stylistic instruction, with a focus on art production utilizing a variety of materials. Whenever possible, art instruction and products are connected to topics students are studying, such as canopic jars created during Unit C's study of ancient Egypt. The performing arts include a once weekly music class for students in grades JK-6, with opportunities for students in Grades 3-8 to participate in choir and concert band. Additionally, private music instruction and a guitar ensemble are offered. Drama is explored through the annual Christmas show and the production of an annual 8th grade play, as well as through an outside contractor offering on-site programming for the theatrically inclined.

St. A's developmentally sequenced physical education program helps K-8 students apply principles of movement, teamwork, competition, fair play and leadership that promote physical, emotional, social and spiritual well-being. While students in K-8 have physical education class twice weekly, students in Grade 7 and Grade 8 have an additional period each week dedicated to Health instruction. Health classes foster sound nutrition, positive habits, and healthy peer relationships. Students also study disease, safety, and alcohol and drug abuse prevention as a part of the coursework. This course is co-taught by the physical education teacher and school counselor, with time devoted to anxiety and stress relief techniques, life habits,

and mindfulness.

Rich foreign language offerings are a cornerstone of the educational program at St. A's. K-4 classes introduce students to French and Hispanic culture and both the French and Spanish language on an alternating cycle. The grade 5-8 text-based program aligns with freshman foreign language requirements. Beginning in fifth grade instruction increases from once weekly to twice, building up to four days per week in grades 7 and 8. The foreign language program is enriched with Total Physical Response, authentic dialogues, field trips, online practice, and a summer opportunity to travel to France and Spain. All St. A's students who study French or Spanish place into the second year or second year honors level at the area high schools, and numerous students place highly on the National French Exam each year.

Technology class is offered to students in K-4, up to twice weekly. Primary students use web-based resources to practice essential skills, and students work to master keyboarding skills to assist with efficiency in the upper grades. Grade 4 students are introduced to productivity software, including Microsoft Word and Excel, which prepares them to utilize Google docs for coursework beginning in Grade 5. Students in Grades 5-8 have two STEM classes each week in the STEM lab, where they integrate computer knowledge and programs with math, engineering and science-based challenges.

The addition of a school counselor affords St. A's the ability to offer a character education curriculum within the classroom environment. The school counselor pushes into classes across all grade levels periodically throughout the year to educate students about appropriate displays of emotions and feelings. The counselor works with all students on the Zones of Regulation, enforcing that all emotions are normal, and have a time and place. Students learn strategies by which to bring themselves back to a productive state of mind if, and when, they find themselves experiencing heightened feelings that impede their success at school.

3. Special Populations:

St. A's is not a school for only one type of student; as such, there is no one prescription that fits the needs of every learner. To ensure that the needs of all students are met, a highly talented team of learning resource specialists supports both staff and students in St. A's inclusive educational model. This team includes two full time learning resource teachers, a part-time school counselor, and the availability of an occupational therapist to work with teachers and students to best meet the needs of individual students. Such a team is the exception, not the rule, in Archdiocese of Chicago schools, and speaks to St. A's commitment to educate all learners.

7% of students have documented Individual Catholic Education Plans (ICEPs), and several others receive support through Multi-Tiered Systems of Support. Accommodations allowed to students relative to their needs include extended time; executive functioning support including time management planning and pacing of long-term assignments; smaller setting; reading assistance; modified tests; modified assignments; preferential seating; and the use of assistive technology.

The learning resource staff works with the classroom teachers to administer periodic assessments, including Fountas & Pinnell Benchmark Assessments and interim ACT Aspire tests, as well as DIBELS. When necessary, students falling below benchmark on such assessments are provided opportunities for reinforcement of essential concepts and extra practice. Additionally, students who consistently score above grade level on such assessments are provided opportunities for small group or individual enrichment sessions to extend learning and problem-solving capabilities.

The learning resource staff is trained in a number of research-based intervention strategies to work with students of differing profiles. The Wilson Reading and Orton-Gillingham programs are frequently used for students with diagnosed characteristics of dyslexia, and available technology, including Reading A-Z and Read Naturally are used to enhance early reading skills and fluency, respectively. Frequent communication among the teaching team, including the parents, allows all students to perform at a level where there is no notable achievement gap in St.A's testing data, a truly remarkable accomplishment.

An integral member of the learning resource team is the school counselor, who works with classes of students, small groups, and individual students. Small groups include social skills practice in a low-risk environment, such as a lunch group practicing game playing, turn taking, and how to introduce oneself into a group. Additionally, a new student group was formed this year for students new to St. A's to spend time together sharing successes and concerns, and allowing the counselor to keep a pulse on how students acclimate to a new environment. Individual sessions often focus on the development of executive functioning skills, and managing stressors that affect school performance. High priorities of these sessions are time management, organization, and work completion, and the availability of these dedicated sessions leads to greater success for students both in and out of the classroom.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

At the core of St. A's culture are three values: love, learn, and lead. These principles guide interactions with parents, teachers, students, stakeholders and the community.

Love. Students succeed in a school where they feel valued. Teachers and administrators strive to greet students, by name, each day as they arrive, signaling the importance of each child's place in the school. Love is displayed through acts of service, such as the 7th grade class enacting a real-world application of the 3D printing technology utilized in the STEM lab to design and create cookie cutters. Students then baked and decorated cookies using those cutters and hand delivered them to homebound members of the community. Lessons such as these encourage students to be of service to others, allow students to practice their communication skills in delivering the creations and describing the project, and foster a continuing relationship with members of the larger community.

Learn. St. A's instills in its students a commitment to life-long learning, and there is no better inspiration for continuous learning than modeling. Nearly 80% of faculty members have at least one advanced degree, and many hold additional certifications and accolades within the teaching profession. Teachers are encouraged and given the opportunity to acquire new skills, and to take on leadership roles to share knowledge with others, both staff and students. Examples of these roles include teachers establishing and leading a Future City Club for students to explore engineering concepts, a teacher leading a class for students to learn to knit, or engaging a school parent to teach students the art of cartooning.

Lead. At St. A's, our students speak for themselves. Members of the Student Council present at school open houses about academics, friendships, and their overall school experience, and are invited to lead school tours for prospective families. Overwhelmingly, visitors cite these students as the most influential factor in their decision to send their children to St. A's. Students organize and oversee schoolwide service projects, represent St. A's at local high school academic and athletic events, and actively participate as student leaders in community programs.

It is not by accident that St. A's students are high-achieving, articulate, and respectful. Adults throughout the school model for students these very skills every day. Whether collaborating on a service project, taking time to care for the space in which learning takes place, or publicly praising accomplishments and encouraging goal setting and continual improvement for faculty and students, the culture is one in which success and a growth mindset are encouraged and celebrated.

2. Engaging Families and Community:

St. A's uses both outreach and "inreach" strategies to engage family and community members in student success. St. A's reaches out to the community to provide resources to enrich students. By serving as an authentic audience for St. A's students, the community provides motivation and validation for student success. Many St. A's students have won awards and other recognition in local, state and national competitions including the Young Evanston Artists Festival, the Attorney General's Anti-Drug Poster Contest, State Science Fair and National French Contest. Band and choir members share their musical gifts during concerts, pep assemblies, the Christmas Program, and the Talent Show.

"Inreach" strategies focus on inviting others to actively participate at St. A's. Parents, relatives, friends and parishioners form a supportive network that motivates student achievement and contributes to St. A's emotional and institutional vitality. St. A's parent community is comprised of many highly trained and talented professionals, corporate leaders, educators, and service providers, who generously volunteer their time and expertise to assist St. A's in and out of the classroom. Many serve as board members on school organizations and, more importantly, as invested partners in the classroom.

Similarly, St. A's capitalizes on its location near Northwestern University and the Evanston business

community to enrich educational offerings. NU women's basketball team invited St. A's to partner with them in a hugely successful book drive, and now serve as scholar athlete role models for students. Northwestern engineering students inspire and mentor Future City participants. NU Speech, Language and Learning Clinic provides services at St. A's. Local businesses, too, have contributed guest speakers, skills and supplies to assist St. A's educational mission.

St. A's shares student and school performance results in a number of ways. Report cards, yearly formal schoolwide parent teacher conferences and frequent informal conferences combined with PowerSchool, a student information system which provides parents and students with "real time" access to performance, all ensure parents are continually informed of student's strengths and challenges.

The excellence of St. A's assessment results and academics are also communicated to parents, the community at large and prospective school families, through Parent Night presentations, the weekly eNews Notes, school marketing materials, Open House presentations, and Catholic Schools' Week celebrations. St. A's also successfully leverages social media through its Facebook, Instagram, and Twitter accounts and the school web site, to showcase the excellence of its programs.

3. Professional Development:

St. A's provides robust professional development opportunities led by expert staff and outside consultants that are designed to keep teachers abreast of emerging educational trends, strengthen adoption of best practices, and develop competencies to best support today's students. Professional development opportunities fall into several categories: individual, subject area/Unit level, and leadership driven whole staff.

Through regularly scheduled in-service days, weekly faculty and Unit meetings, and workshops throughout the calendar year, teachers are expected to model the commitment to lifelong learning St. A's strives to impart to its students. Faculty meetings are used for analyzing assessment data, examining core instructional practices, introducing schoolwide initiatives, and sharing knowledge of subject area experts. Recent school-wide initiatives include Collins Writing, Lucy Calkins Writer's Workshop, Executive Functioning best practices, Techniques to Support Sensory and Movement Needs in the Classroom, and Charlotte Danielson's Framework for Teaching.

Each staff member is allocated an annual professional development stipend, which can be used for professional memberships, graduate coursework, or to attend online or in-person educational conferences. Administrators work closely with faculty members to create and implement personal professional development plans. Recently staff members have completed Special Education, ELL, and Reading Specialist coursework. Additionally, teams of staff members have attended national conferences on STEM education and goal directed teaching in order to further schoolwide initiatives. Individual staff members have received professional development in grade level best practices, adolescent anxiety, Next Generation Science Standards, Guided Reading, Foundations, and Wilson Reading.

One of the highlights of the professional development components at St. A's is the weekly Professional Learning Community time built into the schedule. Each Unit has a forty-minute time period set aside each week to work on initiatives within the Unit that will benefit the students. Time is spent analyzing interim test data, identifying alternative instructional resources to address identified areas for improvement, reflecting on practice, or planning for the year.

4. School Leadership:

As a Chicago Archdiocesan School, St. A's is accountable to the Cardinal, the Superintendent of Catholic Schools and the pastor of St. A's parish. Direct local leadership resides in the hands of the school's principal, assisted by the various school constituencies. While the principal assumes ultimate responsibility for final decisions regarding all aspects of the school's administration, she nurtures a powerful collaborative partnership among all members of the St. A's community. The principal's transformational leadership style (honed by her experiences as a Fellow of the Center for Transformational Educational

Leadership at the University of Notre Dame) benefits all stakeholders. Not only is she passionate about helping St. A's achieve its goals, she is equally committed to helping teachers and students fulfill their potential.

To improve already strong student achievement, the principal facilitated in depth faculty analysis of standardized test scores, resulting in the identification of skill weaknesses (i.e., Integration of Knowledge and Ideas on Reading section of ACT Aspire). Action plans were created (addressing both curriculum and instructional strategies) and implemented at each grade level and for each student, in order to increase understanding and raise performance. She worked with School Board to allocate funds for technology, resources for differentiation, and expand the resource department to better support student learning. Her efforts also led to the realization of the school's 21st century vision of a dedicated STEM lab.

Whether individually or at scheduled meetings or conferences, faculty input and expertise are sought and highly valued, especially regarding all aspects of improving school climate and student achievement. Faculty lead and serve on the Technology Committee, Athletic Council, and Service Committee and are Unit Representatives. They coordinate the Extended Day Program and Recess Retreat, advise student clubs and coach athletics.

Parents are also vibrant partners in St. A's learning community. They serve on the School Board, Development Council, and Athletic Council, in addition to the Technology, Education, Marketing, Finance, and Facilities and Maintenance Committees. They also lead the highly active Parent School Organization and the Booster Club. Parents spearhead fundraising and development efforts, this year raising more than \$275,000 to maintain St. A's fiscal vitality.

In keeping with the school's mission to inspire students to become leaders in imitation of Christ, students are also involved in relevant decision-making activities. Through a dynamic Student Council and service on several school-wide committees, students have a voice in matters that directly impact them.

St. A's is blessed to have a strong, skilled leader who models collaborative leadership and inculcates a "hands-on, sleeves-up" approach.

PART VI – STRATEGIES FOR ACADEMIC SUCCESS

Because it encompasses both the academic and socio–emotional aspects of the educational experience at St. A’s, the Unit system is the one practice that truly sets St. A’s apart. This distinctively structured system optimizes the learning community for students and teachers alike. Each Unit is made up of two grade levels: Unit A (grades 1 and 2); Unit B (grades 3 and 4); Unit C (grades 5 and 6) and Unit D (grades 7 and 8). Every Unit has a nucleus of teachers, each of whom has a homeroom and teaches specific core subjects. Students from both grade levels comprise most homerooms, while students remain within their grade for all content area classes. Students master curricular content and skills in a truly supportive, consistent learning environment.

The Unit system is also a valuable tool that helps facilitate differentiated instruction for students. Teachers develop rapport and acquire extensive knowledge of students’ learning styles and academic and emotional strengths and weaknesses over a two-year period. This knowledge enables teachers to more easily recognize who needs help and who needs to be challenged during specific lessons. As a result, creative lesson plans that target instruction and assessment to the needs of individuals and groups are developed. In addition, any behavioral and emotional concerns are more easily addressed with both students and parents due to the ongoing relationship nurtured over the two years a student spends in the Unit.

Students benefit both intellectually and socially from the integrated instruction and cross grade level interaction. Unit C offers a great example – while 5th and 6th grade students are learning about Ancient Egypt and Greece and Rome in Social Studies, they are exploring non-fiction texts like David MacAuley’s Pyramid as well as investigating the myths of those societies in Reading, creating hieroglyphics on papyrus in Art and enacting biblical scenes from the time period in Religion. 6th graders help 5th graders construct abacuses to be used in Math. A glimpse into a typical homeroom period reveals students from both grade levels socializing and even occasionally quizzing each other on the steps of mummification. Teachers benefit from being a part of a dynamic, collaborative team, which assesses student and group needs, documents progress, and plans instruction. They not only become content area specialists, but they also solidify their knowledge of individual student’s unique skills and learning styles by teaching students for two years.

The Unit system truly distinguishes the St. A’s educational experience.

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? \$8419
(School budget divided by enrollment)

4. What is the average financial aid per student? \$2941

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? 8%

PART VIII – ASSESSMENT RESULTS FOR NORM-REFERENCED TESTS

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: Aspire

Grade: 3

Edition/Publication Year: 2018

Publisher: ACT

**Scores are reported here
as:** Scaled scores

School Year	2017-2018
Testing month	Apr
SCHOOL SCORES	
Average Score	417
Number of students tested	19
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: 2018

Test: Aspire
Publisher: ACT

Grade: 4
Scores are reported here as: Scaled scores

School Year	2017-2018
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: 2018

Test: Aspire
Publisher: ACT

Grade: 5
Scores are reported here as: Scaled scores

School Year	2017-2018
Testing month	Apr
SCHOOL SCORES	
Average Score	426
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: 2018

Test: Aspire
Publisher: ACT

Grade: 6
Scores are reported here as: Scaled scores

School Year	2017-2018
Testing month	Apr
SCHOOL SCORES	
Average Score	429
Number of students tested	20
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: 2018

Test: Aspire
Publisher: ACT

Grade: 7
Scores are reported here as: Scaled scores

School Year	2017-2018
Testing month	Apr
SCHOOL SCORES	
Average Score	430
Number of students tested	38
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: 2018

Test: Aspire
Publisher: ACT

Grade: 8
Scores are reported here as: Scaled scores

School Year	2017-2018
Testing month	Apr
SCHOOL SCORES	
Average Score	431
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: Reading/ELA
Edition/Publication Year: 2018

Test: Aspire
Publisher: ACT

Grade: 3
Scores are reported here as: Scaled scores

School Year	2017-2018
Testing month	Apr
SCHOOL SCORES	
Average Score	418
Number of students tested	19
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: 2018

Test: Aspire
Publisher: ACT

Grade: 4
Scores are reported here as: Scaled scores

School Year	2017-2018
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: Reading/ELA
Edition/Publication Year: 2018

Test: Aspire
Publisher: ACT

Grade: 5
Scores are reported here as: Scaled scores

School Year	2017-2018
Testing month	Apr
SCHOOL SCORES	
Average Score	425
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: Reading/ELA
Edition/Publication Year: 2018

Test: Aspire
Publisher: ACT

Grade: 6
Scores are reported here as: Scaled scores

School Year	2017-2018
Testing month	Apr
SCHOOL SCORES	
Average Score	426
Number of students tested	20
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: 2018

Test: Aspire
Publisher: ACT

Grade: 7
Scores are reported here as: Scaled scores

School Year	2017-2018
Testing month	Apr
SCHOOL SCORES	
Average Score	428
Number of students tested	38
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: 2018

Test: Aspire
Publisher: ACT

Grade: 8
Scores are reported here as: Scaled scores

School Year	2017-2018
Testing month	Apr
SCHOOL SCORES	
Average Score	430
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: